

Pupil premium strategy statement

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
Lord Lawson of Beamish Academy	Secondary School
Number of pupils in school	1357
Proportion (%) of pupil premium eligible pupils	29% (33% year 7 to 11)
Academic year/years that our current pupil premium strategy plan covers	2017/18 – 2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Andrew Fowler (Principal)
Pupil premium lead	Janey Stubbs (Acting Assistant Principal)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,575 (to March 2022)
Recovery premium funding allocation this academic year	£53,940
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	£402,515

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenge they face, make good progress and achieve high attainment across the curriculum in particular gaining grade 4 and above in both English and Mathematics.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal. We will consider the challenges faced by vulnerable students, including those who have a social worker and are young carers. It is also important to note that the activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

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

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

- ensure disadvantaged pupils are challenged appropriately in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our progress and attainment data over the last three years indicates that progress among disadvantaged students has been lower compared to all students. The average P8 gap was 0.72 in 2018 closing slightly to 0.51 in 2019. The average A8 gap was 12.1 in 2018 closing to 9.8 in 2019. Our assessments, observations and discussions with students indicate an inconsistency of high expectations of students and use of assessment information to plan suitably challenging work.</p>
2	<p>Our percentage of disadvantaged students achieving both English and Maths at a grade 4 or above is lower than the percentage of all students achieving both qualifications at a grade 4 or 5. In 2018 the gap between the disadvantaged students and all students of achieving 4 in both English and Mathematics was 23% this narrowed to 22% in 2019. In 2018 the gap between disadvantaged students and all students of achieving a grade 5 in both subjects was 19%, narrowing to 11% in 2019.</p>
3	<p>Reading ages for some students are below their chronological reading age. Results from a Pupil Attitudes to Self and School survey 2020 (PASS – part of GL Assessments) suggest that there is a strong correlation between year 7 students with lower reading ages and those with negative feelings and attitudes towards school and attendance. This may also suggest that pupil premium students have less confidence in learning and are less well prepared for learning when they start at Lord Lawson. Knowledge gaps as a result of the pandemic have resulted in some students falling behind age-related expectations.</p>
4	<p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students such as anxiety. This is partly driven by concern of catching up lost learning through the pandemic. There has been an increase in the number of disadvantaged students with social and emotional needs for example 68% of students with a SEMH need are also pupil premium and increase of 4% from the previous year. There had also been a 6% increase of students with educational health care plans (EHCP) who are also pupil premium. Overall 73% of students with EHCP are also pupil premium.</p>

5	Attendance of FSM students to March 2020 was 89.16%, which is below the national average of 91.2% for FSM. Persistent Absence (PA) for FSM to March 2020 was 36.8% which is above the FSM national average of 26.4%. Pupil premium students are not separately flagged on the academy's attendance data system. Instead, the Free School Meals Ever 6 (FSM) indicator is used. There is a close connection between these groups.
---	--

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
Improve Progress 8 and Average Attainment 8 by aspiring to achieve the national average for all students.	<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> <p>By aspiring to achieve the national average for attainment for all students the target is therefore A8 46.</p>
Improve % Grade 5+ in English and Mathematics	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.
Improve % Grade 4+ in English and Mathematics	The target is 66% which is above the average score of 44.7% (2018/19) made by disadvantaged students amongst similar schools.
Improve reading ages of students to close the gap to their chronological age	Reading comprehension tests demonstrate improved comprehension skills and reading ages amongst the disadvantaged students. Reducing the disparity between the scores of the disadvantaged and the non-disadvantaged.
To aspire to improve attendance to meet the national average for all students, particularly disadvantaged students.	Interim target to exceed the national average for attendance for disadvantaged students (national average of 91.2%).

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: £95,694.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</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: Diagnostic assessment</p>	<p>1,2,3.</p>
<p>Improving assessment and feedback in all subject areas with recommendations from Teacher feedback to improve learning. Training will be provided to establishing a shared understanding of the purpose of assessment for students</p>	<p>Habits of success: getting every student learning. It takes the evidence from behavioural science to provide a guide to getting students learning. https://improvingteaching.co.uk/2016/12/11/a-classroom-teachers-guide-to-formative-assessment/</p> <p>Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. Embedding formative assessment.</p> <p>Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this technique informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. Teacher feedback to improve learning</p>	<p>1, 2.</p>
<p>Improving literacy in all subject areas in line with recommendations</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	<p>1,2,3</p>

<p>in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
--	--	--

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

Budgeted cost: £90,572.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies (from the EEF's teaching toolkit) can have a positive impact on pupils' ability to understand text and this is particular over a shorter timespan.</p> <p>The EEF's analysis of the impact of COVID-19 report based on several national studies indicated that secondary pupils from disadvantaged backgrounds experienced 2 months more learning loss in reading than their non-disadvantaged peers.</p>	<p>2, 3</p>
<p>Expand the SEND provision by appointing additional teaching assistants to enable increased opportunity for targeted specific needs and knowledge gaps for all students but in particular disadvantaged students are disproportionately affected by the pandemic. EEF's analysis of the impact of COVID-19</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both EEF one-to-one and EEF Small-group-tuition</p> <p>The growth in the numbers of TAs supports greater inclusion of pupils with special educational needs and disabilities (SEND) and TAs also work more closely with pupils from low-income backgrounds. EEF How to get the best out of teaching assistants.</p>	<p>3, 4</p>

<p>Structured interventions that are subject specific to support students to know more, remember more and be able to do more</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both EEF one-to-one and EEF Small-group-tuition. Sutton Trust notes significant effect size for small group and one to one tuition for students from disadvantaged backgrounds. https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/</p>	<p>1, 2, 4</p>
--	--	----------------

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

Budgeted cost: £179,620.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training to develop and implement new procedures. Additional deputy year leaders will be appointed to drive the improvement in attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>5</p>
<p>Support social and emotional development through the delivery of the personal development curriculum.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF Social and emotional learning.</p>	<p>4,5</p>
<p>Increasing SEMH provision by employing SEMH mentor and adopting cognitive behavioral therapy based interventions to support with regulating their behaviour and emotions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both EEF one-to-one and EEF Small-group-tuition. EEF How to get the best out of teaching assistants.</p>	<p>1,4, 5</p>

This includes training for school staff, teacher release time and attendance to the behaviour hub.		
Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £365,887.42

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

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. We will be building upon this in our new three year plan.

Further information (optional)

We are receive external support to inform our work to improve the quality of teaching (ONE), and behaviour and culture (Behaviour Hub). Although these aim to improve outcomes for all students, they should, over time, significantly improve outcomes for DA students, as well as leading to enhanced levels of engagement, better attendance and reduced rates of exclusion.