

Pupil Premium Report

Pupil Premium Spending 2018/19

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	September 2021
Total number of pupils:	288	Total pupil premium budget:	£50,490
Number of pupils eligible for pupil premium:	54	Amount of pupil premium received per child:	£935

STRATEGY STATEMENT
<ul style="list-style-type: none">• Of the 9 pupils year 11 students this year who were eligible for PP, one had surgery for a brain tumour at the start of year 11, two were hospital schooled and did not take sufficient subjects to qualify for either P8 or A8 and one was pregnant and attended sporadically during the past two terms.• In the core, small group withdrawal from one MFL subject, for additional support in Mathematics and English has proved beneficial, particularly with the development of reading which has opened up the curriculum for many pupils, including those eligible for PP funding. In addition, mentoring for pupils in year 11 has proved to be a positive experience, improving organisation and motivation. The improved confidence has been apparent and we believe has contributed to examination success.• The overall aims of LHS pupil premium strategy is to develop confidence, resilience and responsibility in all of our pupils, in particular those with PP.<ul style="list-style-type: none">○ To reduce attainment gap between the school's disadvantaged pupils and others nationally to less than 10% points○ To raise the in-school attainment of both disadvantaged pupils and their peers

Assessment Information

END OF KS4 (FOR SECONDARY SCHOOLS)			
	Pupils eligible for PP	Pupils not eligible for PP	
	PP	School average	National average
% achieving 9-4 English and maths	40%	66%	64%
% achieving combined science - does not include those who sat triple award	11%	31%	62%
Progress 8 score average	-0.49	-0.3	0.0
Attainment 8 score average	29.2	46.9	46.5

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Performance in Mathematics in particular is below national average in the cohort which we receive from primary; we are aware of this and are working on the mastery method to ensure understanding is embedded before moving on.
B	Reading is an issue, particularly with PP pupils. Reading at home is not a strength with this group, accelerated reader and ERIC gives both PP and non PP pupils the opportunity to improve their skills.
C	

ADDITIONAL BARRIERS

External barriers

D	Attendance is a priority and reorganisation of our admin team has allowed more time for calls home to chase first day non-attenders, more use is being made of fixed penalty notices to address persistent absentees.
E	Mental health issues are a problem in the local area, with services not being readily available.
F	

INTENDED OUTCOMES

Specific outcomes

		Success criteria
A	Increased performance of all pupils, PP in particular in mathematics	Monitoring of learners work to show increased understanding and performance
B	GCSE results improve over time as pupils are able to access the questions stem more readily. Reading performance monitored over time through AR program	Improvements in English and other GCSE outcomes
D	Reduction in number of school days lost due to absence, with resulting improvement in outcomes	Attendance for all pupils to improve, in particular those with PP
E	Reduction in time lost in lessons due to mental health related issues	Improved GCSE performance along with improved mental health of pupils, reduction in referrals to external agencies

Planned Expenditure for Current Academic Year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Team building activities – St David's Residential	Support PP pupils in year 7 to attend residential course and other trips to build personal skills	Confidence and social skills have been identified as an issue with our PP pupils, evidence from previous cohorts show that these are improved through the residential trip	Through monitoring of the pupils before and after the trip	AB	Sept 2020
Reduced the class sizes throughout the years so that PP students benefit from more attention by their subject teacher.	Increase opportunity for all pupils, including PP to access specialist teachers	Specialist teaching has been shown to have a beneficial impact on PP students, particularly at KS4.	Monitoring of learners work to show increased understanding and performance through middle leaders	PJ/KL	Dec 2019 April 2020 Sept 2020
				Total budgeted cost:	£25,000

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Literacy and numeracy support – supervised by Special Needs Coordinator and Heads of English and Head of Maths	Improved outcomes for PP pupils	Identified lack of skills in pupils in these areas, along with reduced chance of them accessing two MFL subjects makes this an ideal opportunity to implement intervention	Monitoring of pupil progress over the year and through observation of sessions	AOC	Dec 2019 April 2020 Sept 2020
Emotional and motivational support – in the Student Support Centre or in classes	Improve resilience in pupils in school	Lack of available support due to funding and geography.	Monitoring of number of referrals to external agencies	RAC	Dec 2019 April 2020 Sept 2020
Total budgeted cost:					
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Learning Mentors – a six week programme for each student	Improve organizational skills for PP pupils who lack input from home	Learner voice	Monitoring of mentoring records	PJ	Easter 2020
Total budgeted cost:					£25,490

ADDITIONAL INFORMATION

Review of Expenditure from Previous Academic Year

PREVIOUS ACADEMIC YEAR

Total amount: £45,000

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
Emotional and motivational support – in the Student Support Centre or in classes	Reduction in days lost due to mental health issues	Some improvements were made, however lack of personnel in the SSC prevented structuring the approach as required.	Increased provision required this year	£20,000
Team building activities – St David's Residential	Improved socialization and confidence	Improvements seen in confidence and integration of PP pupils into the cohorts	Continue this as a strategy	£1,000
Reduced the class sizes throughout the years so that PP students benefit from more attention by their subject teacher.	PP pupils who lack confidence struggle in large classes at LHS, smaller classes leads to improved outcomes	Monitoring at KS3 shows improved outcomes for learners	Continue this as a strategy	£22,000

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Literacy and numeracy support – supervised by Special Needs Coordinator and Heads of English and Head of Maths	Improved reading and mathematical skills for those identified including PP	Monitoring at KS3 shows improved outcomes for learners	Continue this as a strategy	£2,000
Learning Mentors – a six week programme for each student	Improve organizational skills for PP pupils who lack input from home	Pupils had revision programs, attended revision sessions and attended all examinations	Continue this as a strategy	£0
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost