Richard Lander School Pupil premium strategy statement 2021 - 2022

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

Richard Lander School is founded on the principles of respect, hard work and ambition. Our aim is to enable every student to achieve to the best of their ability and to grow in confidence, self-esteem and maturity.

Through a vibrant curriculum, a wealth of extra-curricular activities and many opportunities to develop student leadership, we ensure students are well prepared for college and university beyond, keen to make a positive difference to the world in which they live. Helping students become *'the best they can be'*, is the hallmark of all our work.

Detail	Data
School name	Richard Lander School
Number of pupils in school	1498 inc dual registered
Proportion (%) of pupil premium eligible pupils	22% (328)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 – 2023
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Steve Mulcahy
Pupil premium lead	Kerry Towers
Governor / Trustee lead	Simon Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,555 (April 21- April 22)
Recovery premium funding allocation this academic year	£36,477 April 21- April 22 £18,239 (Oct 21)
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	£297,794 inc recovery premium

Statement of intent

What are the key principles of our strategy plan?

Every student has something special to offer and it is important to let this gift shine and flourish; be this in academic study, on the sporting field, in the creative arena or any other aspect of school life.

Vision: To be the best you can be

Core Values: Respect, Ambition, Perseverance

Mission: Aim for excellence, every moment counts.

Our PP strategy plan aims to ensure that every child within the school has the opportunity to thrive in their area of excellence with the support, advice and guidance required to achieve. We pride ourselves on offering bespoke support tailored to the needs of the individual at the time, adapting and re modelling as required to best suit the student and their family.

Our pupil premium strategy plan works towards achieving this by taking a Universal, Targeted and Wider strategy approach, which includes identified challenges and intended outcomes for both KS4 and KS3 students.

Whole school challenges

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

Challenge number	Detail of challenge
1: KS3	Increasing % of year 7 students with a Reading Age below 10 years on roll sept 21, compared to the past 3 years' analysis. *see analysis below*
2: KS3 / KS4	Increasing % of KS3 students self-referring to student support for anxiety based concerns. Post COVID school wide SEMH issues / socially weak communication skills
3: KS3 / KS4	Not all Teachers / tutors are fully aware of who their PP students are, nor plan for them strategically. Some staff are still unaware of the reason for their students PP status and the potential issues this could pose.
4: KS3 / KS4	Parental engagement is an issue with some hard to reach families (not just PP) despite regular communication and planned interventions.
5: KS4	Attendance: Increasing persistent absenteeism % post COVID lockdowns Attendance of PP students is not as high as other students in school. Persistent absence is higher for PP students than other students, with a focus on the lowest attending cohorts of Ever 6 and PLAC (previously looked after child) students.
6: KS4	Lack of exam exposure, experience or preparation due to COVID lockdowns.

Key Assessment Analysis July 2021

Higher ability disadvantaged students are not making as much progress as non-disadvantaged higher ability students. Current Gap of -0.80 P8

Foundation ability disadvantaged students are not making as much progress as non-disadvantaged foundation students. Current gap of -0.59 P8

Disadvantaged females are not making as much progress as non-disadvantaged girls. Current Gap of -0.64 P8 which is an increased GAP on the previous Yr. 11 female leavers cohort.

SENSupport and EHCP PP students made better progress than non PP SEND students. SENSupport 0.17 P8 / EHCP 0.98 P8

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2022)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1: Improved Reading Ages	Students with a reading age below their chronological age will have increased their reading age to be working towards or at their chronological age. Particularly improving KS3 students effected by Covid-19 school closures during primary school.
2: Anxiety / SEMH interventions working well	To see an increase in students having the resilience and strategies to stay in their class, engaging with first wave teaching, seeking support at appropriate times. Student feedback should report feeling less anxious and more confident in school after intervention has taken place.
3: Whole school buy in	Tutors / teachers be able to identify the Pupil Premium students in their groups, having a good understanding of those students. Tutors / teachers should be able to demonstrate an understanding of why identifying PP students is so important. Teachers should demonstrate knowledge of their PP students during learning walks and produce department development plans that incorporate strategic support for their PP students.
4: Parental engagement	Parents/carers should have multiple ways to contact the Pupil Premium team. Regular communication should be made by the PP team to families throughout the academic year. Parents/Carers should feel supported by the team in a non-judgemental environment.
5: Attendance	PP attendance as a whole should improve. Wider strategies implemented to improve the whole cohort and individual/small group interventions arranged for those PP students who are persistently absent from school.

6: Exam exposure	All PP Year 11s sitting exams should have access to revision material and guides. Readily available advice for students in terms of exam preparation.
7: Improved Disadvantaged P8 and A8 GCSe exam scores July 2022	Narrowing of in school A8 and P8 GAP between Disadvantaged and Non-Disadvantaged students GCSE exams July 2022.

Main strategy aims for year 11 disadvantaged pupils September 2021- July 2022

Aim	Actual (2021)	National (2019)	Target	Target date
Progress 8	0.26	-0.35	0.3	July 2022
Attainment 8	41.68	38.71	45.00	July 2022
Percentage of Grade 5+ in English and maths	30.4%	26.3%	32%	July 2022
Percentage of Grade 4+ in English and maths	52.2%	47.6%	54%	July 2022
Maths P8 / A8	0.14 7.61	-0.33 7.54	0.2 9.00	July 2022
English P8 / A8	0.29 9.17	-0.34 8.70	0.3 10.00	July 2022
Ebacc P8 / A8	-0.07 10.70	-0.41 10.70	0.1 11.00	July 2022
Open P8 / A8	0.66 14.21	-0.36 12.12	0.7 15.00	July 2022

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.

Universal: Whole school Approach Budgeted cost: **£93,088** which includes;

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
2 x Full time, non-teaching Effective Learning Mentors for both Key stages.	**Approach:** Student drop ins, community engagement etc. parent awareness of ELM role & intervention sessions Targeted students in need from each KS In school liaison between PP students and staff. **Evidence:** EEF toolkit evidence based interventions from analysis of need. *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. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.* We have focused our work in this area on 2 of the main intervention models; • School-level approaches to developing a positive school ethos, which also aims to support greater engagement in learning. **Be the best you can be ethos. Respect Attitude Perseverance.** • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. **SEMH interventions model and flow chart.** Social and emotional learning, using an early intervention, mentoring model +4 months' progress for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	£50,588 (inc on costs)	1-7 inclusive 1, 2 & 5
PP curriculum budget	Book club, PP snacks, PP equipment / uniform / trips, PP music lessons, holiday hunger food packages etc.	£42,500	2, 3,4,5, 6 & 7

Targeted: Individual and small cohort support (bespoke support packages including tutoring, one-to-one support & structured interventions)

Budgeted cost: **£59,125** which includes;

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Bespoke intervention packages	As required on individual basis; PP cookery club, Holiday support packages, ICT support packages etc.	£18,800	2, 4, 5 & 7
Thinking Reading Intervention English, maths and Science intervention sessions in addition to regular curriculum offer.	**Approach:** *Oral language interventions* *refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.* *Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.* **Evidence:** EEF: Oral Language interventions +6 months' progress v low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions **Approach:** *One to one tuition* involves *a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching.* On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. **Evidence:** One to one tuition +5 months' progress v moderate cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	£40,325	1, 5, 6 & 7

Wider strategies: (related to attendance, behaviour for learning, wellbeing)

Budgeted cost: **£146,907**

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
PP department development plans	Whole school monitoring with a view to improved outcomes via curriculum models.	N/A	3 & 7
PP department and whole school monitoring including Learning walks, book reviews and student voice.	As above	N/A	3 & 7
PP tutor packs	Increased information sharing re need and therefore increased pastoral support available as a result.	N/A	3, 4 & 5
PP Lead and ELM's available at all parents evenings and school events	Increased home to school communication, strengthening working relationships.	N/A	3, 4 & 5
PP mobile phone, so that parents and carers can text instead of call.	To help with the home to school divide that some parents face due to their own school based circumstances.	Within PP curriculum budget	4
Additional teacher in English and maths @ NQT rate with on costs.	Small class sizes, increased dedicated support for PP students.	£68,446	6 & 7
maths HLTA,	As above	£22,652	6 & 7
Attendance officer Salary,	Increased support to improve attendance and strengthen home to school relationships.	£28,850	5
ERWM (Emotional resilience and wellbeing mentor)	Additional pastoral support layer.	£7,394	2 & 4
PP Lead part salary	Strategic overview of PP agenda for the school overtime.	£19,683	1-7 inclusive

Total budgeted cost: **£299,120**

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Data Analysis:

GAP Trends Headline scores	2021	2020	2019	2018
Attainment 8	-17.33	-13.8	-10.6	-17.52
Progress 8	-0.71	-0.7	-0.08	-0.67

Headline scores	2021	2020	2019	2018
Attainment 8	41.68	42.96	43.33	37.16
Progress 8	0.26	-0.04	0.26	-0.35

Despite the GAPS between Disadvantaged and Non Disadvantaged widening this year, you will see pleasing results for English and the Open basket.

Measure	Outcome	Date
Progress 8	0.26	July 2021
Attainment 8	41.68	July 2021
Percentage of Grade 5+ in English and maths	30.4%	July 2021
Percentage of Grade 4+ in English and maths	52.2%	July 2021
Maths P8 / A8	0.14 / 7.61	July 2021
English P8 / A8	0.29 / 9.17	July 2021
Ebacc P8 / A8	-0.07 / 10.7	July 2021
Open P8 / A8	0.66 / 14.21	July 2021

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thinking Reading	James Murphy Associates

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have an Ex-military allocated member of teaching staff who leads on providing support for students within the Service PP cohort.
What was the impact of that spending on service pupil premium eligible pupils?	Students can meet termly, placing an importance on the themes they are not alone in their situation. Students and families are offered internal support and signposted to external support avenues as required.