

Pupil Premium Strategy Statement Richard Lander School

This statement details our school's use of pupil premium (and recovery premium) 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 their next steps in education and 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. Beyond the curriculum, there is a rich offer of activities, helping students develop confidence, teamwork and commitment.

Detail	Data
School name	Richard Lander School
Number of pupils in school	1541
Proportion (%) of pupil premium eligible pupils	343 / 22.66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Steve Mulcahy
Pupil premium lead	Kerry Towers
Governor / Trustee lead	Claire Bateman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346,320 (April 23- April 24)
Recovery premium funding allocation this academic year	£86,300
Pupil premium funding (and recovery premium) carried forward from previous years	£74,909
Total budget for this academic year	£507,529

Statement of intent

Our intention is that all our students, regardless of starting points or barriers to learning, are successful, academically, socially and emotionally. We believe that 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. Our aim is to send well rounded, community minded young adults out into the next stage of their lives

The Richard Lander Vision is to be the best you can be. This is underpinned by our three core values of respect, ambition, and perseverance with an overall mission for every student to aim for excellence as 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. Ultimately, we want to continue making more progress with our disadvantaged students than non-disadvantaged students do nationally.

Challenges

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

	Detail of challenge
1	Reading age of some disadvantaged students is below their chronological age.
2	A8 and P8 gaps between disadvantaged and non-disadvantaged students is lower than peers of the same ability. GAP is highest within the Middle ability cohort for both boys and girls. See exam analysis for detailed breakdown.
3	Not all Teachers / tutors are fully aware of or understand the importance of knowing 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	Parental engagement is an issue with some hard to reach families (not just PP) despite regular communication and planned interventions. We will be using the LA Parental Engagement Framework to support us with this.
5	Attendance GAP between PP and non PP students is high; GAP 6.5%. Persistent Absence (PA) is higher for PP students than other students, focus on the lowest attending cohorts; CIC, EVER6 and PLAC (previously looked after child) students.
6	Lack of resources at home to facilitate effective revision strategies.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1: Improved Reading Ages	Sept 2024. Students with a reading age below their chronological age (Sept 2023- July 2024) will have increased their reading age to be working towards or at their chronological age. Particularly improving students affected by Covid-19 school closures during KS2.
2: Improved Disadvantaged P8 and A8 GCSE exam scores July 2024	Sept 2024; outcomes for disadvantaged students will be at least or better than national for students of similar starting points. Narrowing of in school A8 and P8 GAPs between Disadvantaged and Non-Disadvantaged students, in all areas and for all cohorts (GCSE exams July 2024.)
3: Whole school buy in / embedded Belonging Culture	Tutors / teachers be able to identify and know the Pupil Premium students in their groups. Tutors / teachers should be able to demonstrate an understanding of why knowing how to support individual students is so important. Teachers should be able to demonstrate knowledge of this during learning walks, book looks, ensuring department development plans incorporate strategic support for their PP students.
4: Parental engagement	Parents/carers should have access to multiple methods to contact the school / Pupil Premium team. The PP team should make regular communication to families throughout the academic year. Parents/Carers should feel supported by the team via a collaborative, non-judgemental approach. Parental Engagement framework work will support this.
5: Attendance	PP attendance is a concern, particularly for the EVER 6 cohorts. Whole school Belonging culture and wider strategies implemented to improve this. Whole school and individual/small group interventions arranged for those who are persistently absent from school. October 2024: Whole School Attendance aim; 94%
6: Exam exposure	All PP KS4 students to have access to revision guides and associated materials. Readily available advice for students in terms of exam preparation, transport access to extracurricular revision sessions, ICT access in the home if required.

Targets for year 11 disadvantaged pupils September 2023 July 2024

Aim	2023 Actual	Sisra Collaborative National	2022 Actual	2024 Target
Progress 8	-0.60	-0.41	0.31	
Attainment 8	35.04	38.30	46.13	
Percentage of Grade 5+ in English and maths	17.0%	29.3%	40.4%	
Percentage of Grade 4+ in English and maths	42.6%	49.0%	57.4%	
Maths P8 / A8	-0.38 / 7.19	-0.39 / 7.48	0.02 / 8.21	
English P8 / A8	-0.72 / 7.51	-0.39 / 8.39	0.27 / 10	
Ebacc P8 / A8	-0.56 / 9.94	-0.45 / 10.83	0.21 / 12.95	
Open P8 / A8	-0.72 / 10.40	-0.44 / 11.71	0.62 / 14.97	

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: **£75,878** which includes;

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Non-teaching, PP Effective Learning Mentor.	<p>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.</p> <p>Evidence: EEF toolkit evidence based interventions from analysis of need. <i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and</i></p>	£35,878	1-6 inclusive

	<p><i>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.</i></p> <p>We have focused our work in this area on 2 of the main intervention models;</p> <ul style="list-style-type: none"> • 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. <p>Social and emotional learning, using an early intervention, mentoring model +4 months' progress for very low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>		
Summer School	<p>1-week transition challenge activity week aimed at students with SEMH needs, historical attendance concerns</p> <p>There is evidence that pupils benefit from summer schools. Including additional non-academic activities such as sports, arts or cultural enrichment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>		
PP curriculum budget	<p>Food curriculum ingredients, book club, snacks, revision guides, curriculum equipment and resources / uniform / trips, music lessons, school transport, holiday hunger / welfare packages etc.</p>	£40,000	2,3,4,5 & 6

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

Budgeted cost: **£180,137** which includes;

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Bespoke intervention packages	As required on individual basis; funding for therapeutic / alternative provision, ICT support packages etc. including CIC and PLAC bespoke packages.	£20,000	2, 5 & 6
National tutoring programme (2022-2023 academic year)	As required on individual basis; funding for student who participated within the NTP	£64,891	
Thinking Reading Intervention English, maths and Science intervention sessions in addition to regular curriculum offer.	<p>Approach: <i>Oral language interventions</i> refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p><i>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.</i></p> <p>Evidence: EEF: Oral Language interventions +6 months' progress v low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Approach: <i>One to one tuition</i> 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</p>	£80,000	1, 2 & 5

	<p>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.</p> <p>Evidence: One to one tuition +5 months' progress v moderate cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>		
Reading Plus; online reading development programme.	<p>Reading Plus, for selected students to use to improve their reading comprehension. Reading Plus is designed to improve children's reading. It does this by developing silent reading fluency (reading speed) and then introducing more complex stories (for comprehension) and advanced vocabulary (for knowledge). Children have access to 1,100+ high-quality online texts that are both engaging and inspirational and match students reading levels. Teachers can monitor precisely what and how children read, meaning they can offer the proper support when needed.</p>	£4,304.40	1, 2 & 5
Scanning Pens	<p>Purchase of Exam Access Arrangement resources to facilitate the growing school student numbers and increased cohort who require exam access support.</p>	£7,941.60	1,2,4 & 5
PP Laptop access	<p>Purchase of 5 new PP loan laptops to facilitate home study for students without IT access.</p>	£3,000	6

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

Budgeted cost: **£184,402**

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	2,3 & 5
PP department and whole school monitoring including Learning walks, book reviews and student voice.	As above	N/A	2,3 & 5
PP Lead and ELM available at all parents evenings and school events	Increased home to school communication, strengthening working relationships.	N/A	2,3 & 5
PP mobile Smart 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	£80,652	1,2 & 5
Attendance officer	Increased support to improve attendance and strengthen home to school relationships. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	£32,971	5

ERWM (Emotional resilience and wellbeing mentor) Salary and TIS practitioner training	Additional Trauma informed pastoral support layer. Evidence suggests that children from disadvantaged backgrounds have, on average weaker SEL, (Social and emotional literacy) skills at all ages that their more affluent peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	£34,868 £1,595	2,3,4 & 5
PP Lead part salary	Strategic overview of PP agenda for the school overtime.	£33,572	1-6 inclusive
Creative Education Whole school membership	Learning resources platform for all staff to use as required. https://www.creativeeducation.co.uk/	£744.00	1-6 inclusive

Total budgeted cost: £440,417

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Measure	2023	School	National Sisra Col- laborative Data
Average Total Pro- gress 8	All	0.04	0.01
	Disadvantaged	-0.60	-0.41
	Non-disadvantaged	0.16	0.18
	GAP	-0.76	-0.59

In 2023 disadvantaged students at RLS made 0.19 less progress than non-disadvantaged students nationally (-0.41 compared to -0.60). Our in-school gap between disadvantaged and non-disadvantaged students is only 0.17 less than the national gap (-0.59 compared to -0.76)

Measure	2023	School	National Sisra Col- laborative Data
Average Total Attain- ment 8	All	49.46	46.42
	Disadvantaged	35.04	38.30
	Non-disadvantaged	52.12	49.81
	GAP	-17.08	-11.51

In 2023 disadvantaged students at RLS had an average A8 score of 35.04 compared to national disadvantaged students who achieved a score of 38.30. Our in-school gap between disadvantaged and non-disadvantaged has increased since 2022 (-11.51 compared to -17.08) with our overall attainment and progress scores significantly dropping, this is concerning and the focus of our strategy plan for the next 3 years.

Disadvantaged Headline RLS scores 5 year trend	2023	2022	2021	2020	2019
Attainment 8	35.04	46.13	41.68	42.96	43.33
Progress 8	-0.60	0.31	0.26	-0.04	0.26
GAP between disadvantaged and non-disadvantaged students at RLS	2023	2022	2021	2020	2019
Attainment 8	-17.08	-11.47	-17.33	-13.8	-10.6
Progress 8	-0.76	-0.12	-0.71	-0.7	-0.08

Higher PA

Higher PA disadvantaged students at RLS are making less progress than non-disadvantaged RLS students but more progress than higher PA disadvantaged students nationally by nearly 2, 5ths of a grade. This is excellent.

Middle PA

Middle PA disadvantaged students at RLS are making less progress than RLS middle PA non-disadvantaged students and disadvantaged students nationally with a P8 gap of -0.56. This is concerning.

Lower PA

Lower PA disadvantaged students at RLS are making less progress than RLS lower PA non-disadvantaged students, however they are making over 2, 5ths of a grade more progress than Disadvantaged students nationally.

Disadvantaged gender groups

P8	Richard Lander School		National Collaborative Data	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
Female	-0.32	0.19	-0.41	0.18
Male	-0.81	0.13	-0.41	0.18

Females

Disadvantaged females at RLS are making less progress (P8 -0.32) than RLS non-disadvantaged females (P8 0.19) with a current P8 gap of -0.51. The in school female disadvantaged gap has therefore grown by half a grade from 0.01 in 2019. However, RLS disadvantaged females are making more progress than dis-advantaged females nationally with a positive gap of 0.09.

Males

Disadvantaged males at RLS are making less progress (P8 -0.81) than both RLS non-disadvantaged males (P8 0.13) with a current P8 gap of -0.94 and all boys nationally (P8 -0.41) with a gap of -0.59.

Disadvantaged SEN groups

P8	Richard Lander School 2023		National Collaborative Data 2023	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
No SEN	-0.58 (35 students)	0.29 (225 students)	-0.41	0.18
SEN support	-0.09 (7 students)	-0.89 (24 students)	-0.41	0.18
SEN EHCP	-1.71 (5 students)	-0.74 (6 student)	-0.41	0.18

Non-SEN

Non-SEN disadvantaged students at RLS made less progress (P8 -0.58) compared to RLS non-SEN non-disadvantaged students (P8 0.29) and less progress than all SEN support students nationally (P8 -0.41)

SEN support

SEN support disadvantaged students at RLS made **significantly more** progress (P8 -0.09) than RLS SEN support non-disadvantaged students (P8 -0.89) and more than half a grades progress than all SEN support students nationally (P8 -0.41)

SEN EHCP

SEN EHCP disadvantaged students at RLS made less progress (P8 -1.71) than the SEN EHCP non-disadvantaged student (P8 -0.74) and less progress than all EHCP Disadvantaged students nationally (P8 -0.41)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Thinking Reading	James Murphy Associates

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We assign an ex-military member of support 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, in particular the notion of them belonging to the service community and not being alone in their situation. Students and families can be offered internal support and signposted to external support avenues as required.