

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	1528																																			
Proportion (%) of pupil premium eligible pupils	295 / 19.31% PP Status by Year Group <table><tr><th>PP Status Year</th><th>Disadvantaged Count</th><th>%</th><th>Non-disadvantaged Count</th><th>%</th></tr><tr><td>Year 7</td><td>55</td><td>17.30%</td><td>263</td><td>82.70%</td></tr><tr><td>Year 8</td><td>64</td><td>20.92%</td><td>242</td><td>79.08%</td></tr><tr><td>Year 9</td><td>69</td><td>21.77%</td><td>248</td><td>78.23%</td></tr><tr><td>Year 10</td><td>55</td><td>18.03%</td><td>250</td><td>81.97%</td></tr><tr><td>Year 11</td><td>52</td><td>18.44%</td><td>230</td><td>81.56%</td></tr><tr><td>Total</td><td>295</td><td>19.31%</td><td>1233</td><td>80.69%</td></tr></table>	PP Status Year	Disadvantaged Count	%	Non-disadvantaged Count	%	Year 7	55	17.30%	263	82.70%	Year 8	64	20.92%	242	79.08%	Year 9	69	21.77%	248	78.23%	Year 10	55	18.03%	250	81.97%	Year 11	52	18.44%	230	81.56%	Total	295	19.31%	1233	80.69%
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Academic year/years that our current pupil premium strategy plan covers	2023/24 2024/25																																			
Date this statement was published	December 2024																																			
Date on which it will be reviewed	December 2025																																			
Statement authorised by	Steve Mulcahy																																			
Pupil premium lead	Leanne Hawke																																			
Governor / Trustee lead	To be confirmed																																			

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,650 (April 24- March 25)
Recovery premium funding allocation this academic year	£0 (grant ceased)
Pupil premium funding (and recovery premium) carried forward from previous years	£68,180
Total budget for this academic year	£413,830

Statement of intent

Our intention is that all of 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	Attainment and progress of disadvantaged pupils are generally lower than their peers (in line with the national trend). A8 and P8 gaps between disadvantaged and non-disadvantaged students is an ongoing area of focus. See exam analysis for detailed breakdown.

3	The wider staff team may not all recognise the importance of knowing who their PP students are, in order to 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 working with the LA Parental Engagement Framework to support us with this.
5	The attendance gap at RLS between RLS PP students and non-PP students is currently 6.7%. The national gap between PP students and non-PP students is currently is 6.1%. The gap at RLS is therefore slightly above the national gap. Our objective is to ensure that the attendance of RLS PP students is at least in line with or above the national average and that the gap between PP and non-PP students is significantly lower than the national gap.'
6	Lack of resources at home to support our young people in accessing the in classroom learning, and other out of the classroom opportunities available to them.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																		
1: Improved Reading Ages	Sept 2025: Students with a reading age below their chronological age will have increased their reading age to be working towards or at their chronological age; to improve the Standard Age Scores across the PP cohort. <u>The reading Age of Pupil Premium students at RLS is on average, at the national average but there is a gap between RLS PP students and non-PP students. Our target is to ensure that PP students within the cohort who are significantly below the national average are identified for reading intervention support</u> <table><tr><th>Year</th><th>Non PP</th><th>PP average</th></tr><tr><td>7</td><td>108.78</td><td>100</td></tr><tr><td>8</td><td>105</td><td>102</td></tr><tr><td>9</td><td>110</td><td>105.6</td></tr><tr><td>10</td><td>103</td><td>99</td></tr><tr><td>11</td><td>108</td><td>102</td></tr></table>	Year	Non PP	PP average	7	108.78	100	8	105	102	9	110	105.6	10	103	99	11	108	102
Year	Non PP	PP average																	
7	108.78	100																	
8	105	102																	
9	110	105.6																	
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11	108	102																	
2: Improved Disadvantaged P8 and A8 GCSE exam scores July 2024	Average total P8 in 2023: Disadvantaged: RLS -0.59 / National -0.66. (In line with, though slightly higher than the national.) Average total P8 in 2024: Disadvantaged: RLS -0.13 / National -0.43 (Significantly higher than the national for disadvantaged students and only slightly lower than the average for all students.)																		

	Objective for 2025 (a) Maintain outcomes for disadvantaged students which are significantly higher than the national average. (The key measure for measuring this for 2025 will be using the SISRA SPI measure as P8 measures will not apply to the 2025 and 2026 examination series.) (b) Narrowing of in school A8 gaps between disadvantaged and non-disadvantaged students, in all areas and for all cohorts. Subjects with lower progress for PP students: English Literature, French, RE, History, Geography. Ensure pupils receive regular assessment both formative and summative. Staff to provide high-quality feedback using assessment to understand pupils' strengths, weaknesses to inform future teaching: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback To identify pupils for bespoke intervention and tuition where there is an identified gap in their subject knowledge or slowed progress. Group and one to one tuition for both English and maths to be timetabled and reviewed alongside school assessment framework.
3: Whole school adopting a culture of Belonging	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 monitoring, ensuring department development plans incorporate strategic support for their PP students. To increase students' sense of belonging and encourage them to feel part of the school community. This includes: supporting students with school equipment, uniform, access to cultural trips and experiences; supporting families with school events including items for student celebration. Cornwall Council Belonging Framework
4: Parental engagement	The school to utilise different methods of communication including: use of our school website, school bulletin, InTouch messages sent home, email communication, as well as the use of Social Media to promote key message and share updates. Parents/carers should have access to multiple methods to contact key members of staff at school: across the pastoral, attendance, Pupil Premium team. The PP team to have regular scheduled updates with the pastoral, attendance and SEND team throughout the academic year to review the communication and support for our PP pupil's and families.

	Parents/Carers should feel supported by the team via a collaborative, non-judgemental approach. The Parental Engagement framework will support this.
5: Attendance to be in line with or better than national	Attendance is a barrier to learning and often attending school for our PP pupils' and families can be more difficult with other barriers impacting them coming to school. The current attendance gap (data recorded on 05.12.24) at RLS between RLS PP students and non-PP students is 6.7%. The national gap between PP students and non-PP students is currently is 6.1%. The gap at RLS is therefore slightly above the national gap. Attendance is a barrier to learning and often attending school for our PP pupils' and families can be more difficult with other barriers impacting them coming to school. Currently, RLS disadvantaged student attendance is 87.9% with national disadvantaged student attendance: 88.3% (data recorded on 05.12.24) Objective: October 2025: Whole School Attendance aim to be in line with national target for all students: 94%; disadvantaged attendance to rise to ≥90% Pupils with FSM 88.3% national average 87.9% your school Pupils with no FSM 94.4% national average 94.6% your school Strategies for us to improve overall PP attendance: - Working on our whole school Belonging culture and wider strategies implemented to improve this. Making the school a place that students want to attend where they feel valued, encouraged and supported – somewhere they want to attend every day. - Whole school and individual/small group interventions arranged for those who are persistently absent from school. - Reviewing attendance figures and individual students with the pastoral staff will help us in our communications to families with offers of support and look to, where we can, identify and reduce any barriers they face negatively impacting their attendance. - Support tutor, Heads of Year, Key stage leads with the rewards and incentives where appropriate.
6: Exam exposure	All Pupil Premium KS4 students to have access to revision guides and associated materials. This is supported across subjects and imbedded within the tutor programme with each pupil having their own revision box of resources. Students can also access advice through our Effective Learning Mentor, Careers advisor, Key Stage Leads in terms of exam preparation, transport access to extracurricular revision sessions, ICT access in the home if required. We also offer laptop loans for students who may not have ICT accessible in the home. This is to support their coursework completion as well as other homework and exam preparation tasks.

Targets for year 11 disadvantaged pupils September 2024 July 2025

Measure	2024 RLS Results (disadvantaged)	2024 Sisra National (disadvantaged)	2025 Target
Progress 8	-0.13	-0.43	-0.00
Attainment 8	37.80	37.51	38.00
Percentage of Grade 5+ in English and maths	29.3	29.2	30%
Percentage of Grade 4+ in English and maths	53.4	48.0	54%
Maths A8 / P8	3.90 / 0.08	3.70 / -0.42	4.90 / 0.15
English A8 / P8	4.02 / -0.31	4.17 / -0.40	4.02 / 0.00
Ebacc A8 / P8	3.52 / -0.21	3.58 / -0.47	4.02 / 0.00
Open A8 / P8	3.8 / -0.08	3.71 / -0.47	4.3 / 0.00

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: **£71,622** which includes;

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Non-teaching, PP Effective Learning Mentor.	Effective Learning Mentor Approach: Student drop ins, supporting lesson attendance and access, community engagement etc. Parent awareness of ELM role and source of support for families. Review and deploy intervention sessions: for targeted students in need from each Key Stage. In school liaison between PP students and staff. Evidence: EEF toolkit evidence based interventions from analysis of need. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. <i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	£28,560	1-6 inclusive
	We have focused our work in this area on two 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 (including our CiC and PLAC). SEMH interventions: anger management, anxiety support, mentoring wellbeing. 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-andemotional-learning		

	<u>Delegate Designated Teacher</u> Approach: to build relationships with CiC and PLAC pupils, to hold regular check ins to check on these vulnerable students': attendance, behaviour, focus, friendships, health wellbeing. Additionally, to maintain communication with key adults surrounding these children: parents/carers, social workers. Plus, attendance to DT forums, conferences and completion of PEP meetings and relevant paperwork. Evidence: student voice evidence, engagement in full time education, extra-curricular, student survey, PEP termly paperwork.		
Summer School	1-week transition challenge activity week aimed at students with SEMH needs, historical attendance concerns There is evidence that pupils benefit from summer schools. Including additional non-academic activities such as sports, arts or cultural enrichment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summerschools	£5,000	2,3,4
PP curriculum budget	Food curriculum ingredients, book club, snacks, revision guides, curriculum equipment and resources / uniform / trips, music lessons, school transport, holiday hunger / welfare packages etc.	£38,062	2,3,4,5 & 6

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

Budgeted cost: **£116,264** 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 provisions: sea swimming, social prescriber, animal therapy, Breathe workshops, outdoor learning, mentoring through Dreadnought, Whitegold, ICT support packages, additionally including CIC and PLAC bespoke packages.	£36,291	2, 5 & 6

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. <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> Evidence: EEF: Oral Language interventions +6 months' progress v low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/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	£74,973	1, 2 & 5
	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-learningtoolkit/one-to-one-tuition		
PP Laptop access	Purchase of 5 new PP loan laptops to facilitate home study for students without IT access.	£5,000	2, 6

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

Budgeted cost: **£226,471**

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.	Whole school monitoring with a view to improved outcomes via curriculum models. Supporting the attainment of disadvantaged pupils: articulating success and good practice	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 , 5
Additional teacher in English and maths with on-costs.	Small class sizes, increased dedicated support for PP students. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size	£133,311	1,2 & 5
Attendance officer	Increased support to improve attendance and strengthen home to school relationships. https://www.gov.uk/government/publications/workingtogether-to-improve-school-attendance	£29,774	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 advantaged peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	£34,895 £1,595	2,3,4 & 5
PP Lead part salary	Strategic overview of PP agenda for the school overtime.	£26,897	1-6 inclusive

Total budgeted cost: £414, 357

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Measure	2024	School	National Sisra Collaborative Data
Average Total Progress 8	All	0.07	0.01
	Disadvantaged	-0.13	-0.43
	Non-disadvantaged	0.13	0.18
	GAP	-0.26	-0.61

Measure	2024	School	National Sisra Collaborative Data
Average Total Attainment 8	All	46.45	46.73
	Disadvantaged	38.5	42.42
	Non-disadvantaged	48.48	48.39
	GAP	-9.98	-5.97

Disadvantaged Headline RLS scores 5 year trend	2019	2022	2023	2024
Attainment 8	43.33	45.52	35.04	37.50
Progress 8	0.26	0.25	-0.61	-0.13
GAP between disadvantaged and non-disadvantaged students at RLS	2019	2022	2023	2024
Attainment 8	-10.62	-12.02	-17.09	-12.14
Progress 8	-0.08	-0.22	-0.66	-0.31

Disadvantaged gender groups

P8	Richard Lander School 2024		National Collaborative Data 2024	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
Female	-0.29	0.25	-0.43	0.18
Male	0.01	-0.1		

A8	Richard Lander School 2024		National Collaborative Data 2024	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
Female	38.47	52.42	37.51	49.72
Male	37.17	46.58		

Disadvantaged SEN groups

P8	Richard Lander School 2024		National Collaborative Data 2024	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
No SEN	-0.23	0.3	-0.43	0.18
SEN support	0.38	-0.7		
SEN EHCP	-0.73	2.01		

A8	Richard Lander School 2024		National Collaborative Data 2024	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
No SEN	39.92	53.28	37.51	49.72
SEN support	38.25	32.92		
SEN EHCP	14.13	11.16		

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