

Pupil premium strategy / self- evaluation

1. Summary information					
School	Langdon Park School				
Academic Year/ Financial Year	2019/20	Total PP budget	£539,963	Date of most recent PP Review (document)	Sept 2019
Total number of pupils	1,014 incl 123 in 6th form	Number of pupils eligible for PP	578	Date for next internal review of this strategy	March 2020

2. Current attainment		
	Disadvantaged	National averages (Provisional non-disadvantaged and disadvantaged)
Progress 8 score average	-0.37	0.13 -0.45
Attainment 8 score average	41.97	50.1
English and maths 9-4	-0.21	0.11 -0.44
English and maths 9-5	-0.51	0.11 -0.39

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills
B.	In school variance across subject areas
C.	Exclusion rates three years up to 2016-17 above national average for similar schools
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Cultural experience
E.	Family experience of further and higher education
F.	Overall absence (4.80%) below national average for similar schools

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improve quality of feedback (CPD programme) to support academic progress	Consistent whole school approach to feedback that improve pupil progression and understanding of next steps for learning
B.	Improve data tracking to support identification / awareness and monitoring. Implementation of 'Achievement for All'.	Clarity of who pupils are and clear lines of accountability in particular more able disadvantaged pupils
C.	Improve outcomes at KS4 and 5 and reduce in school variation	All headlines measure increase in comparison to 2019.
D.	Widen opportunities and raise aspirations	Pupils have access to a wide range of cultural visits and experiences to raise their aspirations and support their cultural capital.
E.	Further reduce exclusions and improve attendance	Exclusion rates decline and attendance is at 96%
F.	Improve literacy and numeracy	Literacy and numeracy rates improved for disadvantaged and all other students. This will be measured using reading ages and outcomes. Successful introduction of 'Accelerated Readers'.

5. Planned expenditure

Academic Year 2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Appointment of AAHT's	Improve outcomes through a variety of projects directly focused on the quality of teaching and learning.	NL	Line management through HT	NL	½ termly Through appraisal system
Introduce P4C into the curriculum.	Support progression in oracy which will support literacy outcomes and transition.	EEF research and links with local Primary Schools, Rokeby Secondary School and Sapere link Lisa Naylor.	Line management through AHT	SP	Through Sapere and aim for Silver status
Developing quality feedback in class (AfL).	Improve outcomes and quality of learning. Pupil independence.	EEF research. Teacher well-being and research by Clarke and Hattie.	Working party. Teaching and Learning Communities (TLC's). External support and training. New policy. Monitor through	NL and AJ	1/2 termly basis.
Staff CPD with Tougher Minds. Identify a Tougher Minds lead member of staff.	Implementing strategies to support independent learning and revision skills.	Link with Colfe's Independent School. Techniques to support exam performance.	Through quality CPD and on-going monitoring.	NL	Feb 2019 and onwards. Summer term appoint Tougher Minds lead member of staff.
Improve data tracking systems.	Up-skills key leaders and teachers use of data to track pupils and raise awareness of prior attainment.	Support pitch and challenge in lessons and improve response plans within curriculum areas.	Through Challenge and Support Meetings. Moderation sessions. Work sampling and learning walks.	AAHT and DHT	Through appraisal system.
Using home learning app MILK and website Seneca and MyMaths	Pupils working independently at home to support learning.	Access to resources at home can improve outcomes and increase parental engagement.	Monitor pupil and parent use.	DHT	Weekly.

CPD on oracy and teaching vocabulary. Promoting additional reading.	Consistent strategies to improving teaching of vocab in lessons and increase oracy in lessons.	Research clear that vocabulary and breadth of reading are key barriers to outcomes.	Lesson observations. Written into Teaching and Learning Policy.	PR	Summer term onwards with a focus for learning walks and observations.
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ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Achievement for All (AfA)	Improve outcomes for targeted groups of students.	Research clear that specific groups of pupils require a variety of interventions in order to improve their outcomes.	Regular monitoring and analysis through the school link: Matthew Glenn at AfA. Monitored by AHT.	AHT SP	12 formal visits by MG throughout 2019-2020. End of term reports available to governors. End of academic year 2021.
Small group teaching / nurture group and transition groups in learning support. Provide alternative rewards and qualifications (ASDAN)	Pupils successfully integrate into full time mainstream. Address literacy and numeracy needs for pupils.	In order to meet individual needs some pupils require alternative provision and some intensive and nurturing support.	Progression monitored through SENCO and Deputy SENCO	SENCO	Autumn to summer term
Mentoring pupils with social, emotional needs. Includes projects such as Tots and Teens.	Reduce exclusions for at risk pupils and improve attainment and attendance.	Quality pastoral care that helps reduce barriers to success and mentoring provide stability and guidance for pupils.	Appraisals for Heads of Year.	SLT line managers CF (AHT)	March – October through appraisal cycle
PiXL membership.	Improve outcomes for ALL pupils and close attainment gap and reduce in school variable performance.	PiXL national group of schools recognised to support improved outcomes.	Monitored through THEP: support and challenge group. DHT to oversee.	DHT	On-going through data drops and GCSE results.
Attendance and Welfare Advisor.	Improving attendance.	Improved attendance reduces risk and improves attainment.	Through case load monitoring and attendance figures.	AHT	Weekly.
Introduce Accelerated Reader	Improve reading ages for pupils 1 year plus below chronological age.	Reading and access to curriculum is essential to improve outcomes.	Data tracking of reading ages.	SENCO and Study Centre Manager CF/RN	Summer Term.

Maths residential.	Improve maths attainment.	Opportunity for pupils to study away from home support social development and attainment.	Through line management of maths.	Maths Dept.	KS4 and 5 results.
Educational Psychologist	Meeting individual SEND needs.	Equality of opportunity and entitlement.	SENCO to monitor through SEN reviews.	SENCO	Termly
Medical Officer employed.	Implementing health care plans.	Understanding medical needs to support safeguarding and academic progress.	Staff awareness of individual needs through DSL.	AHT	Termly

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
SSAT resources for teaching and learning	Consistent delivery of AfL through TLC. Improved whole school outcomes.	Research is clear that the project is successful in schools that follow the programme.	Implemented and monitored by AAHT. Pupil and staff surveys. Peer on peer observations and learning walks.	AAHT AJ	Termly
Social Worker	Engagement with vulnerable families.	Improve attendance and ensure safeguarding.	Monitored through AHT and case studies.	AHT	On-going
Transition project	Improve links with local primary schools to ensure all pupils and in particular disadvantaged have a smooth transition into secondary school.	Research on transition to reduce (Wasted Years; Ofsted report)	Pupil surveys. Attendance. Attainment tracking.	HOY 7	Termly
Music lessons	Increase pupil's opportunity to study instrument.	Cultural capital.	Through Performing Arts Department; pupil feedback. Participation in events.	HOD Performing Arts.	Summer Term.
Parental Engagement Service.	Improve engagement with parents across the school. Support hand over from Primary.	Parental engagement supports pupil outcomes and positive relationships with the school.	Through Inclusion Team. Pupil attendance. Parent surveys. Attendance to parent's evenings.	L. Begum.	Summer Term.
Enrichment coordinator	Ensure all pupils have access to additional experiences, IAG and participate in local projects	Ensure opportunities to wider experiences.	Monitor pupil participation. HOY pupil voice meetings and surveys.	M. Begum	Summer and Autumn Term.

	e.g. volunteering through the LPS Guarantee		Case studies.		
Total budgeted cost					£539,963

6. Review of expenditure				
Previous Academic Year 2018 - 19				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improving literacy and numeracy (embedded TAs in maths and English)	Attainment at KS4	English outcomes were in line with national average. However progress in both English and maths did not meet success criteria. Attainment for all pupils and non PP within 6% compared to national. Waiting confirmation.	Strategies will have long term benefits however we are improving a greater focus on quality of learning and teaching, systems of accountability and data tracking to ensure that our overall outcomes are in line with national.	£33,584
Improving literacy and numeracy	Small group intervention and SEN teachers in learning support.	Data and evidence internally demonstrate that most pupils are closing the gap and reviews highlight the quality of SEND provision.	The SENCO has a tighter system of tracking interventions and demonstrating impact.	£138,650

CPD on extended writing	Consistent approach to teaching extended writing.	Approaches are developing but not yet consistent.	Need one key lead on a project to sustain impact.	£2,000
Training for TAs	Developing quality provision from TAs and HLTAs	Provision within learning support has improved and TAs have benefitted from extensive training.	Now ensure tracking and continuous improvement is demonstrated to improve attainment.	£7,000
Middle leadership training and coaching	Improving leadership at all levels to deliver improved outcomes.	Participation was good and new / emerging leaders benefitted from the programme. Middle leadership in key areas is good. However, not supported by outcomes. Several new middle leaders have been appointed internally.	On-going and continuous CPD needed in order to embed practice and outcomes across the school.	£5,000
ASDAN courses and other resources (Ruth Miskin)	Provision of resources and courses for alternative KS4 courses.	KS4 nurture group sat entry level courses and gained ASDAN awards. Now progressed onto 6 th Form Foundation Course.	Must ensure / maintain provision for nurture group learners.	£594
B squared	Data tracking tool.	SENCO now more able to track progression.	SENCO has evidence file of tracking in place.	£1,800

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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Attendance and Welfare Officer	Improve attendance	For 2018/2019 rate of absence is below national average for schools with similar deprivation. Attendance overall is above 95%	AWO works well in supporting the drive on families and with hard to reach families but and will remain part of our whole school approach to attendance.	£54,900
Social worker	Attendance and support for families.	Overall attendance has improved. Safeguarding procedures are effective.	It is essential that we have first-hand experience / knowledge and consistency plus advice for staff working with vulnerable	£27,600
Transition Project and non-teaching SSO for Year 7	Ensuring Year 7s are successful in transition to LPS.	Attendance and academic progress is good.	The focus is useful some pupils find transition difficult especially around friendship issues.	£16,000
Parental Engagement	Parental voice	Very few parents attend the workshops and sessions on offer. Attendance to Parents Evening is over 90% and the attendance to new Rewards Evening was excellent.	Still need to maintain this. Appoint new parent governors who can support parental engagement.	£9,597
IEC / SSOs	Reduce exclusions and mentoring and support for disadvantaged pupils.	During 2018-19 exclusions have decreased significantly. However still want this trend to continue down. SSOs are able to provide small group and 1:1 support for pupils.	Whilst attendance and exclusions are both on the correct trajectory this needs to translate into academic success. SSO's have been attached directly to year groups to influence more academic progress.	£106,016
Maths residential	Improve 9-7 grades in maths and A level results	A level results achieved and targeted pupils gained top grades in maths. One pupil gained place at Oxbridge to study maths.	Targeted residential for borderline 9-4 focus in 2019-2020.	£12,000
Medical Welfare Officer Ed Psych	Ensure care plans are monitored and in place.	Care plans in place and centrally monitored.	Will maintain this into 2018-19	£26,363
Tots and Teens project	Focus on a group of WBRI pupils	All completed the project and attendance was good.	Good engagement project and this will continue.	£3,300

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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Year Here	Raise awareness of university courses and IAG	6 th form students gained places at university of choice.	Yes. The focus for the project in 2018-19 will be volunteering and engagement in local community.	£15,600
Music Lessons	Cultural experience	Drama, music and dance are running as option subjects. Pupils gained from breadth of experiences. Individuals able to access music lessons.	Need to ensure that pupils have such opportunities in order to give cultural experiences. Need to broaden this into arts and across the curriculum.	£2,100
Ensure pupils have access to business links / WEX and IAG	Run and organise a host of events that engages our pupils with the world of work.		It is essential that our pupils continue to have this access and we build our partnerships to support the curriculum.	£38,500
Ensure pupils have access to business links / WEX and IAG	93% ?remain in ed, training in line with LBTH. 6 th form students gained university choices.		Need to have a clear pathway of events and activities that is cohesive from KS3 to KS5. Represented in the LPS Guarantee.	£26,070
Pupils have access to meal in the morning and places to study before and after	Attendance to clubs is good and pupils appreciate places to study.		Need to extend this into a fuller enrichment programme for Year 7s in 2019-2020.	£22,385
				£554,455