

# Pupil premium strategy statement – Draft (TBC by Govn. Autumn term)

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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

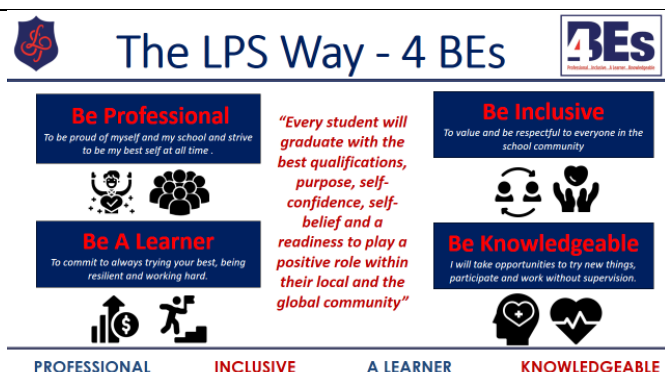
Detail	Data
School name	Langdon Park School
Number of pupils in school	1078
Proportion (%) of pupil premium eligible pupils	630
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	N. Langham
Pupil premium lead	N. Langham
Governor / Trustee lead	P. Bargery

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 557,018
Recovery premium funding allocation this academic year	£93,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£650,978

# Part A: Pupil premium strategy plan

## Statement of intent



Our school vision outlines clearly our desire for every student in the school. However, we recognise the additional social barriers that are faced for those students 'disadvantaged' by circumstances.

So, whilst our ambition and determination is equal to all our approach needs to be personalised and specific to reduce those barriers and by applying both our ethos and evidence based strategies we want to achieve and make a reality our school vision.

Our focus on best practice in the classroom and every lesson through a coherent CPD strategy, a focus on reading and provision, monitoring and evaluating participation in our Student Development Curriculum is our plan. Outside the taught curriculum a sophisticated layer or wrap around care exists to support the most vulnerable and allow those who need it access to mentoring, counselling, therapy and IAG.

Outcomes in recent years continue to improve, the gap between PP and non-PP has closed (see figures part B), attendance has improved, exclusions have fallen and the popularity of the school has increased. This indicates our approach is working.

However, we are continually striving for improvement and excellence and where there remains gaps and vulnerability we need to address this which will result in more pupil premium students securing passport qualifications, the EBACC and places at the best universities and apprenticeships. As the research now shows the last years of pandemic have widened the gap once more shown in reports of KS2 data but that will not become our excuse rather our motivation.

% of our students are eligible for pupil premium funding. With such a high number a whole cohort approach with specific provision forms our strategy. We believe that supporting students' well-being, creating aspirations and wrap-around pastoral care must work in tandem with quality classroom teaching. Some students do not qualify for pupil premium funding but our knowledge of every student means those that need it will benefit from the support in place. In-line with evidence based research high-quality and best practice is at the centre of our approach and in doing so build upon our revised CPD programme which will embed our LPS lesson expectations and for 2022-23 focus (whole-school) on oracy and literacy. Our 2023 outcomes show improvement in attainment and so implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school action on education recovery and most notably the use of targeted support through the National Tutoring Programme especially for those preparing for

public exams in 2023 and 2024 so a continuum of this programme following success in 2022. We strongly feel this will be a requirement for students sitting public exams in 2024 and 2025 and so we will look where possible to defer government funding that will reduce in the coming ways and look at ways to sustain access to tutoring in particular for maths.

So, our approach will be of responsive teaching and leadership summarised (D.T.T):

- Diagnosis – identification of students and barriers
- Therapy – actions to address the above
- Testing – checking on progress

Our CPD and QET (monitoring standards and practice) will ensure disadvantaged students are challenged and that teachers and support staff are taking responsibility for outcomes and raise expectations.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupil attainment and progress is lower than non-pupils premium. We need to improve the overall attainment and in doing so secure passport qualifications. We want to increase EBacc entry over the next 3 years and attainment at grade 9-5.
2	Reading age data pupil premium pupils is lower than chronological age. Reading is not commonplace and consequently a barrier to accessing the curriculum and personal resilience and confidence.
3	Ensuring at the KS3 end point students are ready for KS4 and are undertaking suitable qualifications that are challenging and will secure opportunity and pathways at the end of KS4.
4	An increased identification of social and emotional issues for many students in particular anxiety, low-mood, depression and not developing positive friendships.
5	Ensuring that attendance is meeting the school target of 96% and shifting those between 90-95%.
6	Many of our students and specifically our pupil premium do not access cultural experiences or participate regularly in extra-curricular activities and some require places to study outside of school. In turn this impacts upon subject knowledge, resilience, confidence and character.

## Intended outcomes

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

Intended outcome	Success criteria
Improved attainments among disadvantaged students across the school specifically at KS4 and core and EBacc subjects.	<p>By 2026 over 70% of disadvantaged students will enter the EBacc            In 2024 this figure will be a minimum of 55%            In 2024 will be 63% entry and the whole school target is for 70% 9-4 plus for ALL across all GCSE subjects            By 2024/25 outcomes disadvantaged students will attain in-line with their peers and overall attainment of the school will improve.</p>
Ensuring students are ready for KS4	<p>At the end of KS3 students will sit standardised assessments across core subjects and internal assessments in EBacc subjects.</p> <p>Following these assessments follow up-intervention work will take place and ensure students are given the best possible chance to attain above national at GCSE.</p> <p>All students will have access across KS3 to IAG and so make informed choices regarding GCSE option choices and create a pathway plan to KS5 and university.</p>
Improved reading comprehension and access to reading	<p>Introduce and embed the Big Read programme across the school and curriculum areas purchase subscriptions to subject specific journals for students to access. Students are regularly accessing subject podcasts too.</p> <p>Reading age data years 7-9 will improve in-line with or very close to chronological age. Measured by NGRT in Yr7 on entry and Access Reading Test in Yr 9.</p>
Greater engagement in learning	<p>Through monitoring of Sims reward points and sanction and attitude to learning (ATL) identify students in each group to reduce negative points and increase and reward engagement and learning.</p> <p>By tracking lens groups through Heads of Year and support from SSOs will see a positive trend and reduce at risk of exclusion.</p>
Achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Quantitative</p> <p>Through student voice surveys, monitoring of wellbeing classroom, the box, exclusion data and bullying will note positive trends.</p> <p>Specific case studies to provide qualitative data on personalised support plans e.g. counselling or Safe East.</p>
To achieve and sustained attendance for all students, particularly for those who are disadvantaged.	<p>School reporting attendance in line with new DfE guidance.</p> <p>Specific focus through HOY team on PAs to reduce any gaps.</p> <p>Attendance and Welfare Officer providing termly reports on All v PP v non-PP for DTT.</p> <p>Whole-school target is 96% but will look at comparative national data too for All v PP v non-PP</p>
Improved character and personal development through	<p>The comprehensive Student Development Curriculum (SDC) will offer a wide range of activities for all students with clear expectations on participation.</p>

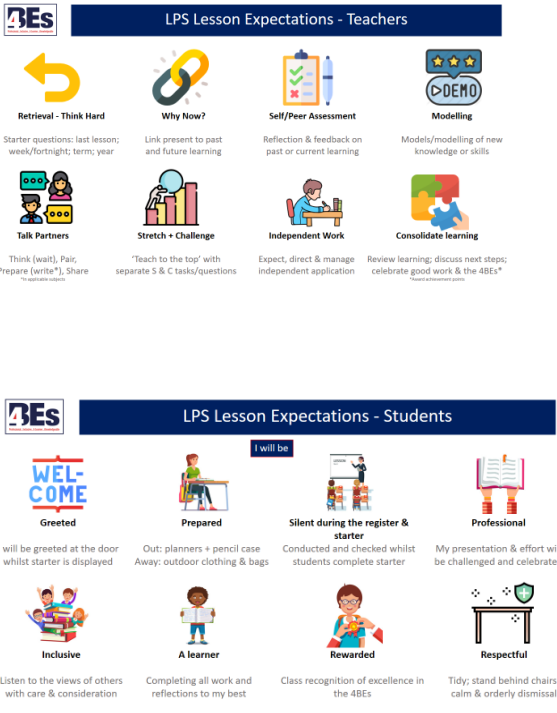
<p>exposure to a wide range of enrichment activities</p>	<p>Part of the SDC will be the RSHE programme and Careers Guidance to help students make informed and safe decisions.</p> <p>The SDC will offer exposure to aspirational experiences, residential, trips and visits e.g. maths residential, D of E, local visits, university days, lectures and careers fairs.</p> <p>Participation and attendance will be tracked through Sims to ensure disadvantaged students are participating and benefitting.</p>
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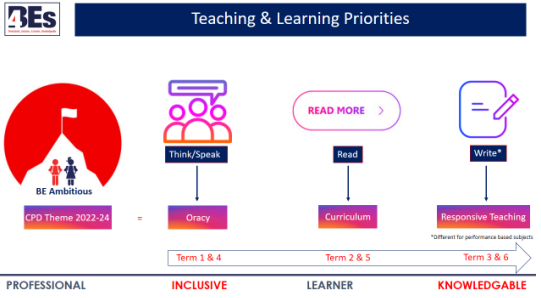

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 57,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase reading assessments and diagnostic assessments for maths (AQA).</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	<p>1,2,3</p>
<p>Staff CPD on the LPS lesson expectations.</p> <p>Big Read programme whole-school in which reading is modelled for students and all year groups will follow the same books which are age appropriate and emphasise the school values.</p> <p>Continued training for TAs to support and work with students with low reading ages. Reading recovery programme.</p>		<p>1, 2,3,4,6</p>

	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Language acquisition</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>  	
<p>Staff planning time to enhance curriculum delivery, support wellbeing and respond to staff needs</p>	<p>80% loading for main scale teachers set across the school</p> <p>Working party has created a wellbeing charter to support staff workload and improve quality feedback for students. This means an on-going review and removal of unnecessary tasks and more efficient systems allows teachers to focus on the planning and delivery of the curriculum.</p> <p>DfE <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf</a></p> <p><a href="https://www.gov.uk/guidance/education-staff-wellbeing-charter">https://www.gov.uk/guidance/education-staff-wellbeing-charter</a></p>	<p>1,2,3</p>
<p>CPD for Extended Leadership Team (HODs and HOYs)</p>	<p>The development of effective leadership at all levels using common approaches, practices and expectations.</p>	<p>1,2,3,6</p>

<p>includes effective line management, coaching conversations, purchasing texts and training on practicing Mindfulness.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://mylesdowney.com/">https://mylesdowney.com/</a></p> <p><a href="https://adam-robbins.com/middle-leadership-mastery/">https://adam-robbins.com/middle-leadership-mastery/</a></p> <p><a href="https://www.empoweringleadership.co.uk/">https://www.empoweringleadership.co.uk/</a></p>	
<p>Quality of Education Over Time (QET) monitoring standards and curriculum implementation and assessment to support SEF process, CPD and appraisal</p>	<p><a href="https://scholar.google.co.uk/scholar?q=dylan+wiliam+embedded+formative+assessment&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar">https://scholar.google.co.uk/scholar?q=dylan+wiliam+embedded+formative+assessment&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar</a></p> <p><a href="https://www.amazon.co.uk/Leading-Strategically-Focused-School-Sustainability/dp/1849208093">https://www.amazon.co.uk/Leading-Strategically-Focused-School-Sustainability/dp/1849208093</a></p>	1,3
<p>Whole staff CPD on safeguarding and additional training for pastoral staff.</p> <p>Training delivered by EWASS consultancy</p> <p>Statutory changes to KCSIE</p> <p>Advanced KCSIE</p> <p>Child Criminal Exploitation</p> <p>Child Missing in Education</p> <p>Female Genital Mutilation</p> <p>Internet Safety</p> <p>Training delivered by borough</p> <p>Prevent</p>	<p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p>	1,4,5,6
<p>External coach to support the DSL and DDSL in delivering training but support on audit and implementing up-to-date guidance.</p>	<p>CPD</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>KCSIE</p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p>Coaching</p> <p><a href="https://mylesdowney.com/">https://mylesdowney.com/</a></p>	



<p>Continued training for TAs to support and work with students with low reading ages. Use the Accelerated Reader Programme and Ruth Miskin- Read Write Inc, Language. SEND Code of practice and SEND policy; Behaviour Management, Safeguarding, Speech and Language (ELKLAN), Zones of Regulation, Graduated Approach- Identification of Needs, Literacy Training, Sign Along, Numeracy Training, First Aid and Epilepsy, Mental Well-being, Differentiation, Evac Training,</p>	<p>Specific designed CPD for TAs to enhance provision and best practice across the school</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1,2,4,6</p>
<p>ECT programme and new staff. An Associate Assistant Headteacher is appointed with a dedicated role of delivering the ECT programme. For new leaders to the school coaching is available.</p>	<p><a href="https://www.gov.uk/guidance/guidance-for-mentors-how-to-support-ecf-based-training">https://www.gov.uk/guidance/guidance-for-mentors-how-to-support-ecf-based-training</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf">https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf</a></p>	<p>1</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

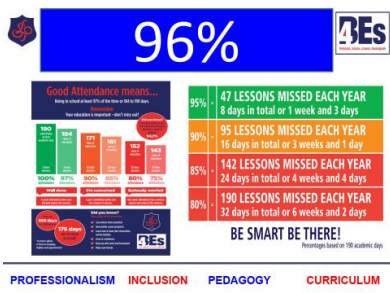
Budgeted cost: £ 188,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme will make use of the funds available for 1: 1 tutoring for year 11 and 13 students.	<p>Tuition will be targeted (1:1) and respond to internal PPE data as this proved successfully in 2021-22</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1,3,4
Maths and English academic mentors to support small group catch up on numeracy and reading.	<p>Small group tuition in maths and reading recovery programme</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://www.renlearn.co.uk/accelerated-reader/">https://www.renlearn.co.uk/accelerated-reader/</a></p>	1,3,4
A team of ELKLAN trained TAs to support interventions; Speech & Language Therapist in school, Phoenix Outreach teacher; Educational Psychologist, Language and Communication TH Support for Learning Services.	<p>On average, oral language approaches have high impact on student outcomes up to 6 month additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2,3,4,5
Year 11 and 13 RAP team to lead the preparation for public exams and coordinate assessment and revision. Purchase of subscription to	<p>The importance of Formative Assessment</p> <p><a href="https://scholar.google.co.uk/scholar?q=dylan+wiliam+embedded+formative+assessment&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar">https://scholar.google.co.uk/scholar?q=dylan+wiliam+embedded+formative+assessment&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar</a></p> <p>Supporting students' wellbeing and anxiety through good preparation for PPEs and Public Exams.</p>	1,3,4

<p>SENECA, PIXL and MyMaths. Teachers can place bids for additional revision materials and online subscriptions where needed.</p>	<p><a href="https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/">https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/</a></p>	
<p>Provision of home learning access and ensuring access</p>	<p>Ensuring students can continually access resources for learning at home and previous learning on Google Classroom and using other tools such as MyMaths and SENECA to support revision. Provision is there as a safety measure too in case of school closures or lockdown.</p> <p><a href="#">Using Digital Technology to Improve learning Evidence Review.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	<p>1,2,3,4,5,6</p>
<p>Newly appointed AAHT with responsibility for developing careers education cross the school</p>	<p>By developing a comprehensive approach to careers across the school and within the curriculum will broaden horizons and support decisions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p>	<p>1,4,5,6</p>
<p>Designated member of staff working in school to deliver careers advice internal and IAG</p>	<p>Careers guidance that complements the careers education programme can support students to make informed decisions about their futures.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p>	<p>1,4,5,6</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 404, 943

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling provision for individual students and families. Staff do have access to a counsellor should they wish.</p>	<p>Our provision has extended since lockdown and ensuring this continues given the increased levels of mental health and wellbeing concerns amongst young people.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</a></p>	<p>1,3,4,5,6</p>
<p>Attendance and Welfare Officer and updating systems of monitoring and reporting</p>	<p>The correlation of research between safeguarding, academic progress, attainment and wellbeing is clear.</p>  <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a></p>	<p>1, 4,5,6</p>

Designated Student Support Officers to each year group offer individual, group and family support work. The SSOs work with Heads of Year and the Pastoral team to lead on the Anti-Bullying Charter.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents>

1,4,5,6

**Support for you**

**THE BOX**  
 15 ESSENTIAL WORKSHEETS, ACTIVITIES, RESOURCES, TIPS AND TRICKS TO SUPPORT YOUR CHILD'S MENTAL HEALTH AND WELLBEING.  
 Do you have any questions, worries or suggestions? BRING THEM TO **THE BOX** LOCATED IN THE STUDENT RECEPTION.

**STUDENT VOICE**

**Langdon Park In-School Therapist**  
**YOU ARE NOT ALONE!**  
 Are you struggling with difficult thoughts and feelings?  
 Are you feeling...  
 sad, angry, lonely, confused

**The Wellbeing Classroom**

**PROFESSIONALISM INCLUSION PEDAGOGY CURRICULUM**

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>

<https://anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2022-reach-out>

To value and be respectful to everyone in the school community and beyond.

**STAND UP! SPEAK OUT! STAY SAFE!**  
 Be inclusive, be valiant and be respectful to everyone in the school community and beyond.

**KEY messages:**  
**S**AY something: We all have a responsibility to report any incidents of bullying.  
**T**REAT others as you wish to be treated: Fairly, with dignity and without discrimination.  
**A**PPROPRIATE use of language: At all times, especially when referring to someone's race/ethnicity/religion/gender/sexuality.  
**N**EVER turn a blind eye: Pledge to be an up-stander against bullying behaviour by supporting good fellow students.  
**D**IVERSITY is key: We celebrate diversity and encourage differences here at Langdon Park we believe everyone should feel comfortable with who they are.  
**U**SE of social networks: Be positive and appropriate online, we do not tolerate cyberbullying.  
**P**REJUDICE must be rejected: We do not interfere with others' belongings, we do not ignore racism, and we do not reveal concrete or personal information with the intent of causing harm or upset to others.

**Be a Learner Be Inclusive Be Knowledgeable Be Professional**

After school and lunchtime provision provide parents with more flexibility and encourage students to participate in activities after school which supports safeguarding. Study rooms open for Year 11 and 13 before and after school.

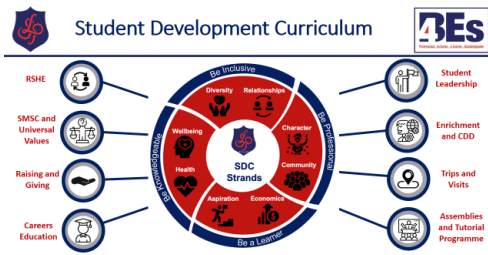
<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast>

4,5

The Student Development Curriculum is a wide range of activities to the development of the whole person.

SDC will include:

- Jack Petchey Speak Out Challenge
- Duke of Edinburgh Equipment
- Debate Mate
- Sports Leadership Qualifications



Our student development curriculum enhances your character, self-belief and aspirations, ensuring you not only leave with excellent academic qualifications, but an understanding of yourselves and the world around you.

<https://educationendowmentfoundation.org.uk/qui-dance-for-teachers/life-skills-enrichment>

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 and 13
Monday	Student Bulletin	Student Bulletin	Student Bulletin	Student Bulletin	Assembly	Student Bulletin
Tuesday	RSHE	RSHE	RSHE	Assembly	Student Bulletin	RSHE
Wednesday	Big Read	Big Read	Assembly	RSHE	RSHE	Study Skills
Thursday	RSHE	Assembly	Big Read	Big Read	Big Read	RSHE
Friday	Assembly	RSHE	RSHE	RSHE	RSHE	Assembly

1,4,5,6

**Total budgeted cost: £ 650, 978**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<b>2023 outcomes for GCSE (56% of Yr 11 cohort are 'disadvantaged')</b>			
	ALL (%)	PP-non (%)	PP (%)
E/M 9-4	69	66	71
E/M 9-5	46	48	44
EBACC (9-4)	64/87(entered)	27/37 (entered)	37/50 (entered)
P8	-0.12	+0.01	-0.21
A8	49.19	49.53	48.94

<b>2022-23 - attendance v 2019</b>				
	National (all)	ALL (year-end)	PP-non	PP
2019	94.5	96.2	96.9	95.4
2022	85.9 (Jan 2022)	94.8	95.1	94.3
2023	91.3	94	95	93.7

## 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
Bronze Award	Duke of Edinburgh Award Scheme
Wellness Training	<a href="https://www.empoweringleadership.co.uk/">https://www.empoweringleadership.co.uk/</a>

## Recovery fund statement 2020-23

2020-21

### Phase one

In autumn term 2020 the school received a payment to support catch-up within the school.

The school decided the fund would be spent with a focus of supporting home learning provision and in the first instance with a focus on exam classes (Year 11 and 13) plus other GCSE classes and areas of KS3. Given that since January schools have been in lockdown supporting the home learning plan was our approach. Where needed additional lap tops and books were provided to families with more than one sibling. The school invested in online platforms for parent consultation meetings.

In addition the school and continues to do so runs a food bank and raised additional funds to support year 7s starting school with uniform, this fund still continues into 2022-23.

### Phase two

As the school reopened and with further catch up funding our focus was supporting students in school through directed tutoring, intervention lessons and additional study. This meant that we employed for fixed periods additional tutors to support catch up in English and maths. Our plan also recognised a clear need for student well-being, family support and involving student in extra-curricular activities such as extending the DofE programme. A key element of supporting well-being has been the provision of counsellors and therapists. A number of students had experienced family bereavement and were experiencing anxiety when returning to school and or faced with public exams.

2021-23

### National tutoring programme 2021-23

Through the funding programme students in exam years 11 and 13 were provided with tutoring through My Tutor. Identifying students was through our internal assessments of Pre-Public Exams (PPEs) so specific tutoring could be provided.

At GCSE the school had a particular focus on English and maths. 40 PP students in Year 11 has access to 1:1 tuition, 24 in maths and 17 moved up at least 1 grade and 16 in English and 14 moved up at least one grade.

Partly funded by tutoring and internally the school has employed an undergraduate and ex-student as an academic mentor who has worked with small groups and 1:1 the maths department. His brief initially was to work with a specific group of students in year 11 set 1. These students were:

- A) A group maths were worried could miss out on achieving a grade 7 due to the impact of Covid and lockdown on both the content they had missed and the wider impact on their resilience



B) A group maths wanted to support in stretching to achieve both a grade 8 and 9 and also to succeed in the Level 2 Certificate in Further Mathematics exam. Again covid and lockdown meant lack of content coverage but also impact on resilience and stamina.

In the group A 3 of the 4 achieved a grade 7, the fourth a 6, and all went on to study A-level maths. In group B above all achieved a grade 8 or 9 and all scored a 5 or above, and three of them a 7 or above, in the Further Maths GCSE. A third small group (3 students) worked with the mentor of the group, one achieved a grade 7 and the other two a very high 5 - when all had started year 11 on Foundation and hoping to get at best a 4. Two of the three have now gone on to study A-level maths.

The mentor also worked with a group of year 10 students, who at the start of the year had little prospect of being in set 1 for their year 11, in fact all succeeded in attaining highly enough at the end of year 10 to be placed in set 1 in year 11 and are now on track to achieve grade 7 in GCSE next summer. It is the school's intention to continue to use the mentor next year and support him towards achieving QTS.

For KS5 tuition we used Mannings as the main tuition provider for Sixth Form. This provided online sessions for groups of 3-5 students for a range of subjects. Students were identified based on the PPE grades and teacher assessments. Some students were offered tuition where they requested the support. There was also tuition provided by staff from within the school. Groups were changed throughout the year, so we were able to offer support to a wider group of students. This aided in the improved results at A-level and increase in students securing their destination of choice. See website for list of destinations.

### **Wellbeing 2021-23**

The continued provision of support for individual students and families has continued as too has our outreach through the Attendance and Welfare Officer. Through 2021-22 exclusions have declined and whilst attendance has dropped v 2019 figures, attendance remains above national averages and Tower Hamlets average 93.6%. The school provides a much more comprehensive in-house careers and IAG service which has supported year 13 students to suitable university courses and in 2023 over 90 year 11 students have stayed into the school's 6<sup>th</sup> form which has grown significantly and offering more students a pathway to university or apprenticeships.

To support with students wellbeing and Year 7 progression from primary school, we held a summer school in collaboration with Spotlight. 51 students were in attendance who were supported by 16 volunteers. These volunteers ranged from youth workers and teachers to former LPS students. The programme was held from 25<sup>th</sup> – 29<sup>th</sup> of July, 09:00 – 15:00 and consisted of team building exercises; theatre; arts; fashion sports and music production. Feedback from the students and parents was again highly

positive as many students voiced their increased confidence in starting secondary school life.

### **Student Development Curriculum**

Since returning to school the range and provision of additional opportunities has increased significantly. More students have access to individual music tutoring and students now receive 1:1 tuition in drums, saxophone and cello. Through investing some recovery funding the school has invested in the DofE scheme more widely and increased participation. In 2021-22 35 students signed up and the target is for 80 in 2022-23 for the Bronze Award Scheme. Students (Year 7) who didn't have access to their swimming lessons due to lockdown have been provided with swimming lessons on return.

In the summer term 2022 a range of additional trips and visits was offered to all students to enhance their learning, to celebrate and enjoy some fun.

The investment of recovery funding has galvanised a programme of provision which is extensive for 2022-23 and included the LPS 50 trips and visits and a range of activities running before, during and after school. Further information on the SDC is on the website. This will continue into 2022-23 and 2023-24.