

Pupil premium barriers and action plan 2020-21 (secondary)

1. Summary information					
School	Little Lever School				
Academic Year	2020 - 21	Total PP budget	£287,320	Date of most recent PP Review	March 2021
Total number of pupils	1043	Number of pupils eligible for PP	302	Date for next internal review of this strategy	July 2021

2. Current attainment				
Year Group	Attainment 8	Progress 8	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
7	NA	NA	55	Little Lever is just above the National Average for Pupil Premium at 29% . Outcomes showed a significant upward trend in the 2019 KS4 results. The Attainment 8 score has improved by third of a grade and is now in line with the National Average for disadvantaged students. Progress 8 has also greatly improved from -0.66 to -0.44 and is above the national average progress scores for this cohort based on 2019 P8 scores. We recognise there is still more to do to ensure P8 scores move closer to 0 for disadvantaged students and attainment moves closer to the national average for non-disadvantaged students.
8	NA	NA	61	
9	48.44 (all) 45.4(PP) 49.57(Non-PP)	0.36 (all) 0.29(PP) 0.39(Non-PP)	57	
10	44.6 (all) 37.8(PP) 47.73(Non-PP)	0.2(all) 0.00(PP) 0.29(Non-PP)	65	
11	48.18(All) 40(PP) 51.06(Non-PP)	0.44(all) -0.31(PP) 0.58 (Non-PP)	56	
Key Stage 4 Results 2019				
Progress 8 score average			-0.44	0.2
Attainment 8 score average			3.6	4.8

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.	A lack of self belief, aspiration and effort which leads to lower attainment and progress	
B.	A lack of knowledge regarding how to develop independent learning skills	
C.	The vocabulary gap, low reading ages and low engagement in reading	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Low attendance rates of disadvantaged students	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Improve the progress and attainment of disadvantaged students across the school. Improve the effort scores of disadvantaged students across the school. Use of individual intervention in order to implement personalised support plans for students via weekly RAG meetings / 2 weekly effort scores (Remote and face to face) and continued focus on CPD and high quality research led teaching practices which will be monitored via our Learning Review processes.	Progress 8 and Attainment 8 to move closer to the national average for all students The gap between the average effort scores for disadvantaged students and non-disadvantaged students narrows over the academic year.
B.	Improved use of vocabulary and knowledge within classrooms via use of low stakes quizzing. Low stakes quizzes will be monitored in every subject via our Learning Review Process. Low stakes quizzes to be embedded in the curriculum in order to support knowledge recall whether working remotely or face to face	Scores, book scrutiny and Learning Reviews to show low stakes quizzes are used regularly and show students are making progress
C.	Use of Targeted Reading Intervention strategies and the Little Lever Reading Routes scheme to promote literacy, widen students' vocabulary and improve access to the school curriculum for disadvantaged students. Reading ages will be recorded at regular intervals for those students involved in Reading intervention and the numbers of books read by students will be recorded using our Reading Routes Scheme. (The Knowledge Gym will be used when working remotely)	Reading ages for disadvantaged students involved in targeted intervention improve. Numbers of books read as part of the LL Reading Routes scheme improves over the academic year.
D.	Improve the attendance of disadvantaged students / Engagement in Remote Learning. Use of the 6 for 6 mentoring program in order to improve attendance particularly for Y10 disadvantaged students as well as Remote Learning mentors to improve engagement in live sessions.	Evidence of an increase in attendance of disadvantaged students overall. Attendance rates for Remote Learning periods show improvement from March 2020

5. Planned expenditure

Academic year

2020/21

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?
<p>Personalised CPD for all staff on Our Big 10 (high impact teaching strategies) in order to ensure that PP students are able to access the curriculum and achieve. The Big 10 includes Key words and literacy strategies. A programme of Reading CPD has also been implemented.</p>	<p>Pupil premium outcomes to continue on an upward trend and are significantly above NA outcomes for disadvantaged students in 2021.</p>	<p>Improvements in PP results in 2019. Focus on use of targeted provision to ensure any gaps in literacy/reading are closed. Quality teaching in the classroom and effective differentiation is the key to continuing to improve outcomes.</p>	<p>Training via collaborative planning, our Teaching and Learning Communities and Teaching and Learning briefings Learning review and half-termly data analysis will identify that literacy / Reading is being addressed in lessons and that teaching practice is having an impact. Half termly reviews of Reading Routes</p>	<p>LGR, All Leaders of departments</p>	<p>X 4 Learning review periods throughout the year Half termly reviews of Reading Routes Daily SLT Walkabout Weekly SLT Impact Meetings</p>
<p>Ensure that the school's 'PP first' policy is implemented throughout all sessions via Learning Review / Book Scrutiny</p>	<p>Gap between disadvantaged students and non-disadvantaged students to reduce in 2021</p>	<p>To give disadvantaged students the support that they require within the classroom</p>	<p>Evidence from learning reviews to show the gap progress of disadvantaged and non-disadvantaged students is narrowing</p>	<p>IRO, all Leaders of departments</p>	<p>X 4 Learning Review periods throughout the year SLT Daily Walkabout Weekly SLT Impact meetings</p>

Ensure that homework is set in preparation for low stakes quizzes, ensure that low stakes quizzes are being done every 2 weeks and that the quality of answers is improving	Gap between disadvantaged students and non-disadvantaged students to reduce in 2021	Need to improve students' independent study skills and ensure they are trained in retaining knowledge effectively. Low stakes quizzes to be evidenced in books and homework set regularly, this will be result in students' recall knowledge improving and hence GCSE results improving.	X4 Learning Reviews which includes book scrutiny to show Low stakes quizzes are regularly set / SLT Walkabout Student Voice with disadvantaged students to show they are having an impact	IRO, MMO	Daily SLT Walkabout Weekly SLT impact meetings Learning review process throughout the year and clear impact demonstrated by June 2021
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Total budgeted cost

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?
Improve the resources that disadvantaged students have both in and out of school in order to effectively study (including laptops and access to Wifi). Offer in school provision via 'Nighclub' to create an effective after school learning environment	Gap in attainment /progress between disadvantaged students and non-disadvantaged students to reduce in 2021	Disadvantaged students may lack the funds and, equipment for home learning and equipment for lessons in school	Termly monitoring of the Find and fix budget statement Termly Trustee meetings with link Trustee for disadvantaged	IRO, Learning leaders, Leaders of department	2 weekly via Effort Scores Daily via SLT walkabout

Targeted support for students below expected reading age via STEP Reading cohort strategy	Students with a reading age below age related expectations make significant improvements	Importance of developing students' vocabulary and reading for understanding. Students need these skills to access the full curriculum and improve their life chances	Half termly reviews of impact via DEEP Learning AP Termly SEF review sessions with the Principal	Associate AP LGE DEEP Learning AP MMO	Half Termly Deep Learning team meetings. SEF reviews in March 2021 and May 2021 and July 2021.
Use of RAG meetings in order to identify disadvantaged students that are underperforming and devise an individualised intervention for all such students in Year 11. Students in other Year groups will have individualised plans. These will be reviewed via Effort Score Trackers every 2 weeks.	Pupil premium outcomes to continue on an upward trend and be above NA outcomes in 2021.	Success of previous RAG style meetings in addressing the needs of students. This allows key stakeholders to have a full understanding of the needs of individual students. This is mirrored in other Year groups with 2 weekly effort score reviews. Progress whilst in line with the national average in 2019 for disadvantaged students still needs to move at pace to be closer to non-disadvantaged students	Weekly RAG meetings SLT Walkabouts 2 weekly Effort Score Trackers Meetings arranged via staff calendar. Action sheet implemented on google sheets and checked at the start of each meeting	DMC, SLT, THI	OWeekly RAG meetings Daily SLT Walkabout Weekly SLT Impact meetings
Total budgeted cost					
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?
Implement the 6 for 6 attendance programme	Improve the attendance of disadvantaged students / engagement in remote learning	Disadvantaged students' attendance is lower than non - disadvantaged and has been disproportionately affected by lockdown	Free Breakfast Programme Weekly monitoring of 6f6 programme Weekly SLT Impact meetings	IRO, Learning leaders, Leaders of department	Weekly SLT meetings Sig improvement by October 2021

<p>Improve the life chances and aspirations of disadvantaged students via enrichment programmes and careers intervention</p>	<p>This will enable students to have focus in terms of aims and also prepare them for the next steps in life and ensure all students including PP are not NEET</p>	<p>Disadvantaged students may not have as much guidance and direction as non-disadvantaged students</p>	<p>Life chances program and careers program</p>	<p>IRO, MWE, MFO</p>	<p>Autumn term 2021</p>
<p>Total budgeted cost</p>					