

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Little Lever School				
Academic Year	2021 - 22	Total PP budget	£281,183 (LA School Budget)	Date of most recent PP Review	Sept 2021
Total number of pupils	1045	Number of pupils eligible for PP	332	Date for next internal review of this strategy	Dec 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	66	Little Lever is just above the National Average for Pupil Premium at 32% . 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 score33s 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	68	
9	NA	NA	68	
10	48.44 (all) 45.4(PP) 49.57(Non-PP)	0.36 (all) 0.29(PP) 0.39(Non-PP)	64	
11	44.6 (all) 37.8(PP) 47.73(Non-PP)	0.2(all) 0.00(PP) 0.29(Non-PP)	66	
Key Stage 4 Results 2019				
Progress 8 score average			-0.44	0.27
Attainment 8 score average			3.5	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.	Knowledge gaps from extended periods of remote learning and 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	
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 'Hard Work' 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 Hard Work scores 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 <u>all</u> students The gap between the average 'Hard work' scores for disadvantaged students and non-disadvantaged students narrows over the academic year.
B.	Improved use of technical vocabulary and knowledge recall within classrooms via use of low stakes quizzing / questioning. Improved engagement in Retrieval Practice rates in each year group. 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. Assessment and feedback processes are reviewed in weekly SLT Impact meetings.	Scores, book scrutiny, walkabout information and Learning Reviews to show low stakes quizzes are used regularly and show students are making progress. Retrieval Practice completion rates for students improves.
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.	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. Use of the 6 for 6 mentoring program in order to improve attendance particularly for Y11 disadvantaged students. Attendance rates are monitored in weekly SLT impact meetings.	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

2021/22

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</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</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 retrieval practice 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 rates of retrieval practice completion to reduce	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 retrieval practice homework set regularly, this will 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 retrieval practice is having an impact on knowledge recall.	IRO, MMO	Daily SLT Walkabout Weekly SLT impact meetings Learning review process throughout the year and clear impact demonstrated by June 2022
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Total budgeted cost	See Projected Spend document
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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?
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	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 students	IRO, Learning leaders, Leaders of department	2 weekly via Hard work Scores Daily via SLT walkabout

Targeted support for students below expected reading age via STEP Reading 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 October 2021, March 2022 and May2022 and July 2022.
Use of RAG and Progress 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 Hard Work 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 har work 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 Hard work Score Trackers Meetings arranged via staff calendar. Action sheet implemented on google sheets and checked at the start of each meeting	DMC, SLT, THI	Weekly RAG meetings Daily SLT Walkabout Weekly SLT Impact meetings
Total budgeted cost					See Projected Spend document
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 specific, personalised attendance support programmes for disadvantaged students that fall below the school	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 attendance support programmes via SLT Impact meetings Weekly SLT Impact meetings	IRO, Learning leaders, Leaders of department	Weekly SLT Impact meetings

Improve the life chances and aspirations of disadvantaged students via enrichment programmes and careers intervention	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	Disadvantaged students may not have as much guidance and direction as non-disadvantaged students	Life chances program and careers program reviewed in weekly SLT Impact meetings Enrichment opportunities and take up are monitored in weekly SLT Impact meetings	IRO, GHU, MWE, MFO	Weekly via SLT impact meetings SEF review periods (Oct, March, May, July)
Total budgeted cost					See Projected Spend document

Review of expenditure – previous academic year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact – did you meet the intended success criteria	Lessons learned and will this approach continue
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.	Pupil premium outcomes to continue on an upward trend and are significantly above NA outcomes for disadvantaged students	Pupil premium outcomes decreased in terms of progress from the 2021 CAGs but increased significantly from the 2019 GCSE results and are significantly above the 2019 National average for disadvantaged students. Progress for disadvantaged students in current Year 10 and 11 shows an improving trajectory. We are still working hard to ensure the progress of disadvantaged students is in line with non-disadvantaged students nationally.	This approach will continue. Research suggests that the quality of teaching has the greatest impact on disadvantaged students' progress. Moving from Remote teaching practices to face to face teaching practices has allowed staff to develop new skills which we will be using to continue to accelerate the progress of disadvantaged students. CPD focused on rapidly upskilling staff to the Remote Big 10.

<p>Ensure that the school's 'PP first' policy is implemented throughout all sessions via Learning Review / Book Scrutiny</p>	<p>Progress and Attainment Gap between disadvantaged students and non-disadvantaged students to reduce</p>	<p>Progress Gap between disadvantaged students increased in 2021 TAGs but attainment gaps narrowed with disadvantaged students' attainment better than the national average for disadvantaged students in 2019. Disadvantaged Progress 8 shows an improving trajectory in current Year 11 and Year 10.</p>	<p>This approach will continue. Ensure that all staff are reminded of the school's PP first policy. Create a What to do to clarify expectations of PP first. Ensure that disadvantaged Vs Non disadvantaged book scrutiny is completed every half term. Revisit expectations of the Learning Review process with middle leaders and implement necessary training where relevant.</p>
<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</p>	<p>Gap between disadvantaged students and non-disadvantaged students to reduce in 2021</p>	<p>Progress Gap between disadvantaged students increased in 2021 TAGs but attainment gaps narrowed with disadvantaged students' attainment better than the national average for disadvantaged students in 2019. Disadvantaged Progress 8 shows an improving trajectory in current Year 11 and Year 10. Homework was set inconsistently through periods of remote and face to face teaching. Low stakes quizzes are continuing to be embedded</p>	<p>Yes this will continue but has been modified to develop retrieval practice techniques with students in preparation for a low stakes quiz. Teachers can now monitor students' retrieval practice much more effectively through online platforms and interventions will be put in place for those with low engagement scores. Engagement rates will be reviewed every week in SLT impact meetings. Book scrutiny and school learning reviews will take place this year without periods of remote learning causing interruptions and embedding low stakes quizzes will be a focus of both of these.</p>
<p>ii. Targeted support</p>			
<p>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</p>	<p>Gap in attainment /progress between disadvantaged students and non-disadvantaged students to reduce in 2021</p>	<p>Progress Gap between disadvantaged students increased in 2021 TAGs but attainment gaps narrowed with disadvantaged students' attainment better than the national average for disadvantaged students in 2019. (Progress 8 for disadvantaged students in every pillar is above the national average for disadvantaged students nationally in 2019). Disadvantaged Progress 8 shows an improving trajectory in current Year 11 and Year 10. All students that required IT equipment in order to access homework set or remote learning were provided with the necessary equipment. Nightclub ran for lockdown remote learning catch up after students returned to school. Disruptions due to periods of self isolation and lockdowns</p>	<p>Yes this will continue. We will continue to provide laptops and online resources to support students so they can access their retrieval practice homework. This will be reviewed every week in SLT impact meetings and actions put in place for those students who do not engage effectively. A new library will be introduced in October 2021 which will be a dedicated base for the school "Nightclub" and retrieval practice study. .</p>

		<p>hindered the consistency of this being implemented.</p>	
<p>Targeted support for students below expected reading age via STEP Reading cohort strategy</p>	<p>Students with a reading age below age related expectations make significant improvements</p>	<p>The STEP reading strategy did take place and shows that disadvantaged students read an average of 5.72 books provided by the school in years 7 and 8 which is a significant improvement on the previous year where the majority of disadvantaged students had not read any books. Reading catch up sessions also took place but the start was disrupted due to lockdown periods</p>	<p>This will continue. Continue to promote a love of reading via the reading routes program. Reading Routes will be extended to Year 7, 8 and 9 this year. Reading ages will be tested in September October 2021 in order to measure the impact of the last academic year's strategies.</p> <p>A reading training programme for staff will supplement a new STEP reading intervention programme across every year group. Reading ages will be tested twice a year</p>

<p>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.</p> <p>Students in other Year groups will have individualised plans. These will be reviewed via Effort Score Trackers every 2 weeks.</p>	<p>Pupil premium outcomes to continue on an upward trend and be above NA outcomes in 2021.</p>	<p>Progress Gap between disadvantaged students increased in 2021 TAGs but attainment gaps narrowed with disadvantaged students' attainment better than the national average for disadvantaged students in 2019. (Progress 8 for disadvantaged students in every pillar is above the national average for disadvantaged students nationally in 2019). Disadvantaged Progress 8 shows an improving trajectory in current Year 11 and Year 10. RAG meetings were disrupted due to both lockdown and periods of isolation for students and staff.</p> <p>Engagement scores showed that when disadvantaged students are present in school they score an average of 2.2 (2 =good, 3= requires improvement)</p>	<p>RAG meetings will continue this year and will take place regularly throughout the year. A progress RAG meeting has been introduced for Option Subjects</p> <p>Hard work scores (previously called engagement scores) to be monitored by IRo (PP champion) on a fortnightly basis and reported to SLT via impact meetings.</p>
<p>iii. Other approaches</p>			
<p>Implement the 6 for 6 attendance programme</p>	<p>Improve the attendance of disadvantaged students / engagement in remote learning</p>	<p>Attendance of students showed a moderate improvement in terms 2 (+0.2%) and 3 (+0.78%) but was disrupted by lockdown and the school's capacity to ensure that mentoring was robust and systematic due to periods of self isolation.</p>	<p>The 6 for 6 programme will be modified in order to have a greater and more significant impact on the attendance of disadvantaged students post lock down.</p> <p>A range of intervention strategies will be implemented which will involve all Form Tutors and school leaders.</p> <p>The deep support leads to work with the attendance officer in order to devise a program in order to support disadvantaged students' attendance</p>

<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>The Life Chances team ensure that disadvantaged students are a focus for connections meetings and careers support. All disadvantaged students had completed either a college application or applied for apprenticeship placements by the end of the academic year. Enrichment opportunities were limited due to COVID-19 restrictions</p>	<p>Continue with careers support for disadvantaged students. An enrichment program is now in place and is coordinated by the school's newly appointed enrichment coordinator. This will follow a PP first policy. All educational visits to aim for a 40% disadvantaged students attendance.</p> <p>School corrections ask students to reflect on their aspirations... where Y11 students show little or no aspiration they are picked up for a careers intervention</p>
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