

Pupil premium strategy statement

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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	Little Lever school
Number of pupils in school	1045
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	10.12.21
Date on which it will be reviewed	11.04.22
Statement authorised by	Mr D. Mckeon
Pupil premium lead	Mr I Rowlinson
Governor / Trustee lead	Mr P. Hodgkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,183 (LA School Budget)
Recovery premium funding allocation this academic year	£11020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£292,203

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their social economic background achieve things that they never thought they could.

We recognize that the effects of the COVID-19 pandemic has been most damaging to disadvantaged students. With this in mind much of our support is to ensure that knowledge gaps are filled whilst supporting students to feel safe and healthy both physically and mentally.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We do this by ensuring that students have access to high quality teaching. They have access to materials and technology in order to learn outside the classroom and they have the life experiences in order to foster high ambitions.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school

Students are supported throughout the school in order to improve their reading skills through reading interventions that are designed to ensure that all students can access the national curriculum at an age appropriate level.

The life chances program within the school supports disadvantaged students in order to ensure that they have a variety of experiences that many of them may not otherwise have had. This along with high quality preparations for the next steps in their lives via careers advice is designed to help students to have high aspirations for the future

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

Challenge number	Detail of challenge
1	Knowledge gaps from extended periods of remote learning and a lack of knowledge regarding how to develop independent learning skills
2	A lack of self belief, low self esteem and aspiration, life experiences
3	The vocabulary gap, low reading ages and low engagement rates in reading from disadvantaged students
4	Attendance and resilience of disadvantaged students

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
Plug knowledge gaps	Achieve national average progress of above 0 for all students. Achieve national average of 43.5% 5+ in English and Maths for attainment for all students
Improve the wider experience and aspirations of disadvantaged students	Ensure that disadvantaged students engage in at least one enrichment activity per year. Ensure that disadvantaged students attend at least one educational visit per year. Ensure that the number of students not in education, employment or training (2.00% in 2020) continues to be below the national average of 2.4% (2020)
Improve the reading ages of disadvantaged students	Improve the reading ages of disadvantaged students so that all have the minimum reading age (scaled 100) in order to access the curriculum
Improve the attendance of disadvantaged students	Improve attendance of disadvantaged students from 90.5% to the national average for all students

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: £100931.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>“Above all, we prioritise effective teaching. Weekly individual coaching sessions help to support teachers and subject-specific CPD improves the quality of our pedagogical content knowledge. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged, so it is always the best place to start.”</p> <p>Case study from Dixons Kings academy. National studies by the Education Empowerment Foundation. Dixons Kings academy. This is an outstanding school in which disadvantaged students make progress that is well above average progress for non-disadvantaged students nationally</p>	1
Ensure that a curriculum is in place to plug the knowledge gaps that disadvantaged students have via the use of PREP time, core subject boost lessons and option boost lessons	<p>“The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.” “Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).” (Teaching and Learning Toolkit, 2021)</p>	1
Ensure that the school’s ‘PP first’ policy is implemented throughout all sessions via Learning Review / Book Scrutiny	<p>“Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.” (Teaching and Learning Toolkit 2021)</p>	1
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	<p>“The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.” (Teaching and Learning Toolkit 2021)</p>	1, 2

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

Budgeted cost: £16523.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the resources that disadvantaged students have both in and out of school in order to effectively study. All disadvantaged students will have a laptop and home internet access</p> <p>Offer in school provision via 'Nighclub' to create an effective after school learning environment</p>	<p>"Our research has shown that high quality tutoring is a cost-effective way to accelerate pupils' learning. While only part of the solution in addressing the impact of school closures, it's clear that the NTP is able to make a real difference to pupils' outcomes"</p> <p>Quote from Sir Peter Lampl, founder and chairman of the Sutton Trust and chairman of the Education Endowment Foundation (EEF) (GOV.UK)</p>	<p>1,2</p>
<p>Targeted support for students below expected reading age via STEP Reading strategy.</p> <p>Provide reading books for years 7 and 8 to take part in the reading route program</p>	<p>"The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge."</p> <p>(Teaching and Learning Toolkit 2021)</p>	<p>3</p>
<p>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.</p> <p>Students in other Year groups will have individualised plans. These will be reviewed via Hard Work Score Trackers every 2 weeks.</p>	<p>Research from outstanding buddy school. Outwood grange strategy to produce individual support plans for students. This has had a positive impact on results 2019, particularly in English, Maths and science</p>	<p>1</p>

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

Budgeted cost: £ 247957.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement specific, personalised attendance support programmes for disadvantaged students that fall below the school	Internal attendance data shows that there is a gap of 5.8% between disadvantaged and non-disadvantaged students. Evidence for the EEF (Rapid evidence assessment) shows that improvement in attendance has a dramatic effect on outcomes	4
<p>Improve the life chances and aspirations of disadvantaged students via enrichment programmes and careers intervention</p> <p>Ensure that students have access to counselling services in order to support any issues that occur, especially during periods of lockdown or self-isolation</p>	<p>Healthy Minds: Health Outcomes Evaluation report and executive summary March 2019.</p> <p>“The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year.</p> <p>The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance”</p> <p>(Teaching and Learning Toolkit 2021)</p>	2

Total budgeted cost: £ 365,412.81

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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.
Ensure that the school's 'PP first' policy is implemented throughout all sessions via Learning Review / Book Scrutiny	Progress and Attainment Gap between disadvantaged students and non-disadvantaged students to reduce	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.	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.
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	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>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.</p> <p>Engagement rates will be reviewed every week in SLT impact meetings.</p> <p>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>
ii. Targeted support			
<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).</p> <p>Offer in school provision via 'Nighclub' to create an effective after school learning environment</p>	Gap in attainment /progress between disadvantaged students and non-disadvantaged students to reduce in 2021	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	<p>Yes this will continue.</p> <p>We will continue to provide laptops and online resources to support students so they can access their retrieval practice homework.</p> <p>This will be reviewed every week in SLT impact meetings and actions put in place for those students who do not engage effectively.</p>

		<p>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 hindered the consistency of this being implemented.</p>	<p>A new library will be introduced in December 2021 which will be a dedicated base for the school "Nightclub" and retrieval practice study. .</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.</p> <p>Continue to promote a love of reading via the reading routes program.</p> <p>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</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</p>	<p>RAG meetings will continue this year and will take place regularly throughout the year.</p> <p>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>

Effort Score Trackers every 2 weeks.		meetings were disrupted due to both lockdown and periods of isolation for students and staff. Engagement scores showed that when disadvantaged students are present in school they score an average of 2.2 (2 =good, 3= requires improvement)	
iii. Other approaches			
Implement the 6 for 6 attendance programme	Improve the attendance of disadvantaged students / engagement in remote learning	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>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>
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	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>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...</p>

			where Y11 students show little or no aspiration they are picked up for a careers intervention

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.