Pupil premium strategy statement – Little Lever School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	1066
Proportion (%) of pupil premium eligible students	29.17%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024/25 to 2026/7
Date this statement was published	31st December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	D McKeon
Pupil premium lead	M Moore
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
pupil premium funding allocation this academic year	£305,450
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*	£305,450

Part A: pupil premium strategy plan

Statement of intent

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

We recognise that the effects of the COVID-19 pandemic are deeper than first thought therefore there is much work to do to continue to narrow the disadvantaged / non-disadvantaged gap. 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 student premium strategy is to support disadvantaged students to achieve that goal. We do this by ensuring that students have access to high quality teaching.

High-quality teaching and strong attendance is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

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 students.

Challenge number	Detail of challenge
1	Our attendance data indicates that attendance among disadvantaged students is, on average, between 7 and 8% lower than for non-disadvantaged students, and is a particular challenge in years 10 and 11.
	32.9% of disadvantaged students are persistently absent compared to 17.8% of their non-disadvantaged peers.

2	Whilst data shows a strong improvement in reading and phonics knowledge, there is still work to do to narrow the disadvantaged and non-disadvantaged gap.
	The standard age score (SAS) and percentage of disadvantaged students whose reading age is below the expected level is 98.9 and 33.9% respectively compared to 103.4 and 23.5% of their non-disadvantaged peers.
3	Progress of disadvantaged students compared to non-disadvantaged students is improving from KS2 starting points (-0.9 to -0.22 over 7 years) but still remains below that of non-student premium students.
4	Our data, observations and discussions with students and families have indicated social and emotional issues for many students, such as anxiety and low self-esteem. These challenges particularly affect 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
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Attendance of disadvantaged students increases from 85.2% to the national average for all students.
	The percentage of disadvantaged students who are persistently absent reduces from 32.9% to broadly in line with their non-disadvantaged peers.
Improved reading ages and reading comprehension across all year groups.	Percentage of disadvantaged students at or above expected reading age moves from 66.1% to be inline with their non-disadvantaged peers.
Progress of all students continues to improve whilst the disadvantaged / non-disadvantaged gap narrows.	KS4 performance measures demonstrate that disadvantaged students achieve an average Attainment 8 score that moves closer to 5 and is at least 4.5. At least 50% pass GCSE English and maths at grade 5 or above, bringing this group above the national average for all children.
To achieve and sustain improved well being and sense of belonging for all students including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, parent surveys and teacher observations.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *100,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective and consistent implementation of our 6 Pillars of Effective Teaching *(high behaviour expectations and routines, subject mastery, quality of instruction, 'make it stick', adaptive teaching, assessment and feedback)*, including the use of visualisers to support explicit instruction and feedback. This involves ongoing teacher training and support.	Strategies in our 6 Pillars of Effective Teaching, including explicit instruction, scaffolding and the use of technology are supported by The 'five-a-day' principle in the *Special Education Needs in Mainstream Schools (EEF)*. We know that if we 'get it right' for our students with SEND, we 'get it right' for everyone. Break down complex writing tasks *(Improving Literacy in Secondary Schools, EEF)* Technology can play a role in assessment and feedback. *(Using Digital Technology to Improve Learning (EEF)*.	2, 3
Developing highly effective formative and summative assessment across all year groups, that is used well to address students' mistakes and misconceptions. Quality Assurance systems focus on disadvantaged students and students with SEND. This is supported by 'Need To Know' books and sessions to support knowledge retrieval and Prepare, Assess, Respond strategy to build resilience and metacognitive strategies.	Providing feedback is well-evidenced and has a high impact on learning outcomes. *EEF Teaching and Learning Toolkit* Metacognition and self-regulation has a very high impact for low cost based on extensive evidence. *Teaching and Learning Toolkit	EEF* An important practice for effective retention of knowledge in the long-term memory is retrieval practice. *Education Inspection Framework: Overview of Research*	3

Improving literacy in all subject areas, including disciplinary reading and explicit teaching of vocabulary. This involves ongoing teacher training and support, including whole school phonics training.	Literacy is the key to learning across all subjects and a strong predictor of outcomes in later life. Teachers in every subject should provide specific vocabulary instruction to help students access and use academic language. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. *(Improving Literacy in Secondary Schools, EEF)* Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. *Phonics | EEF*	1, 2, 3, 4
Continuous professional development and training through deliberate practice sessions supplemented by subject-specific collaborative planning sessions.	Viviane Robinson's research indicates that the most effective way that leaders can improve outcomes for children and young people is to focus on professional development. *(Teacher Development Trust)*	1, 2, 3, 4
Promotion of wellbeing for all staff, including designated mental health lead, involving staff in dialogue and decision making, a focus on work-life balance, learning and development, positive working relationships and wellbeing activities.	Organisations perform better when staff are healthy, motivated and focused. Research consistently shows that when employees feel their work is meaningful and they are valued and supported, they tend to have higher wellbeing levels, be more committed to the organisation's goals and, importantly, they perform better too. *(How to promote wellbeing and tackle the causes of work-related mental health problems - Mind).*	3

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

Budgeted cost: £ *80,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up not catch up' programme to provide opportunities for identified Year 7-9 students to be part of an intensive intervention curriculum in English, maths and science, delivered by specialist practitioners.	Small group tuition is most likely to be effective if it is targeted at students' specific needs.Small group tuition has an average impact of four months' additional progress over the course of a year. *Small group tuition	EEF* High-performing schools (...) appeared to make more use of very early support for students falling behind in key curriculum areas. School cultures and practices: supporting the attainment of disadvantaged students	3
Extended school day for year 11 students with targeted academic enrichment with subject specialists.	Programmes that extend the school day have a positive impact on average (+ 3 months) Before and after school programmes with a clear structure, a strong link to curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. *(EEF Teaching and Learning Toolkit)*	3
NGRT diagnostic reading assessments are used to carry out reading assessments twice per year for every student. Lexonik literacy intervention programme provides tiered support. Teachers from across the school are trained to deliver this programme.	Schools should expect and proactively plan to support students with the weakest levels of literacy. Developing a model of tiered support, which increases in intensity in line with need is a promising approach. Assessments should be used to match students to an appropriate type of intervention and to monitor the impact of interventions. *(Improving Literacy in Secondary Schools, EEF)*	1, 2, 3, 4

Boost English, maths and science sessions for every year 11 student informed by weekly progress RAG meetings to identify disadvantaged students that are underperforming and identify appropriate intervention(s).	High-performing schools (...) appeared to make more use of very early support for students falling behind in key curriculum areas. School cultures and practices: supporting the attainment of disadvantaged students	3

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

Budgeted cost: £ *130,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
A culture of high expectations, celebrating achievements, and implementing inclusive practices to build a positive school culture.	Teacher expectations significantly impact student performance. Higher expectations lead to greater effort, engagement, and academic success, particularly for disadvantaged students. *Pygmalion Effect, Rosenthal and Jacobson* Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Celebrating positive behaviour in school - Case study - GOV.UK Recognition satisfies the "esteem needs" tier, which is essential for students to reach their full potential. Feeling valued and respected boosts self-confidence. *Maslow, Hierarchy of Needs.* The high-performing schools in our sample demonstrated greater cohesiveness, sense of shared purpose and values that were shared amongst all staff, students and parents. School cultures and practices: supporting the attainment of disadvantaged students	1,2,3,4
Adoption of trauma informed practices, including CPI training.	Trauma-informed practice (TIP) is based on the understanding that trauma	1,2,4

	exposure can significantly impact both individuals' development and life chances as well as the ability to feel safe or develop trusting relationships. Trauma-informed practice acknowledges the need to see beyond an individual's presenting behaviours and to ask, 'What does this person need?' rather than 'What is wrong with this person?' (Gov.uk)	
Pastoral Panel *(vulnerable RAG)* to identify our most vulnerable students in order to inform and implement the most appropriate intervention(s), including on-site alternative provisions for the most vulnerable students through the use of Mountain Rescue and The Hub. Leaders use safeguarding information, Boxall Profiling, attendance data, number of suspensions, reading age scores, student and key worker voice/feedback and behaviour data to inform decisions on student referrals.	Nurture group intervention, when successful, can have a highly significant and far-reaching impact on young children and their families. Supporting children with challenging behaviour through a nurture group approach - GOV.UK	1,2,3,4
Dedicated attendance team and strategies to address attendance, including:clear attendance policy, breakfast club, loaning of uniform and equipment, attendance mentors, parental support plans.	Non-attendance can be triggered if a student is unable to meet their school's uniform policy. Breakfast clubs (...) are measures that can be used further to improve school attendance. Persistent Absence and Support for Disadvantaged Students	1, 2
Raising the aspirations and ambitions of disadvantaged students through discrete CEIAG sessions from year 7 to 11 and PP First strategy for one-to-one guidance and experience of the workplace.	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. (*What is the impact of careers education on improving young people's outcomes? EEF*)	1, 4
Developing reading for pleasure through school library and librarian, prep time guided reading	Evidence from international studies indicates that young people in England continue to read less independently.	1,2,3,4

and fortnightly reading lessons in the library.	An important factor in developing reading for pleasure is choice. Schraw et al, 1998 (cited in Clark and Rumbold, 2006) found that there was a positive relationship between choice and affective aspects of reading, such as motivation. *(Research evidence on reading for pleasure, DfE)* A strategic focus on reading for pleasure in key stage 3 can help schools to boost student outcomes and enhance wellbeing (…) Through sustained commitment to "just" reading aloud, key stage 3 students showed significant comprehension gains in 16 weeks (Westbrook et al, 2018). The least experienced readers gained the most. The DfE's framework notes that form tutors might consider using tutor time for this, describing it as "a powerful driver for improving students reading and all-round education as well as having a positive impact on their social and emotional wellbeing". *Reading for pleasure and its impact on student outcomes, Professor Teresa Cremin, SecEd*	
Life Chances programme that promotes knowledge and understanding of how to stay safe and healthy, offers student leadership and enrichment opportunities, and creates a sense of belonging.	A key finding from the Understanding Attendance project is that students' sense of belonging at school has a statistically significant impact on their attendance rates. *The Chartered College of Teaching.* In schools where belonging works, young people tend to be happier, more confident and perform better academically. Their teachers feel more professionally fulfilled and valued, and families feel more connected. *BERA* A diverse, high-quality enrichment programme is particularly important for the most disadvantaged learners who might not otherwise have the same access to the range of experiences and opportunities as their more advantaged peers. *NCFE*	1, 4

	Evidence that sports-based interventions improve school attendance. Measures such as arts, drama and music could too be used to improve school attendance *Persistent Absence and Support for Disadvantaged Students*	
Drama, music, singing and dance activities delivered through extra-curricular clubs. Free peripatetic music tuition for all disadvantaged students who choose to learn an instrument in school.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts participation	EEF	1,2,3,4

Total budgeted cost: £ *310,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024, disadvantaged students achieved a progress 8 score of -0.22, an improvement from -0.62 in 2023.

Disadvantaged students' grade 5+ in English and maths increased from 23% in 2023 to 39% in 2024.

P8 in English was 0.02 for disadvantaged students compared to -0.19 in 2023. P8 in maths was -0.17 compared to -0.54 in 2023.

P8 of disadvantaged students in the EBACC subjects was -0.2, compared to -0.56 in 2023. Progress in the open subjects was -0.46 compared to -0.74 in 2023.

Attainment 8 was 4.0, compared to 3.8 in 2023.

Previous Pupil Premium Strategy Review

Intended Outcome	Success Criteria	Review	Next Steps
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.	Whole school progress score in 2024 was +0.13, an increase from +0.08 in 2023. Disadvantaged students achieved a progress 8 score of -0.2, an improvement from -0.62 in 2023.

49% achieved 5+ English and maths in 2024. This figure increased from 23% in 2023 to 39% in 2024 for our disadvantaged students. | Ensuring the progress of all students continues to improve whilst the disadvantaged / non-disadvantaged gap narrows is a whole school priority and is indicated on the school's Pupil Premium Strategy. |

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 continues to be below the national average.	In 2023_24, every Y7-10 student engaged in at least 3 different enrichment activities. Student voice indicated that students felt they had a wide range of activities to choose from. Thirty-eight visits took place during 2024_25. Work is ongoing to ensure that disadvantaged students attend at least one educational visit per year. Work to develop our range of external partners is ongoing and this growing network will support the school in its aim to develop further opportunities for student experiences. Leadership opportunities include student Prime Minister, Student Ministry representatives, student librarians, Language Ambassadors, Gecko team, Bolton Hospice social action project and sports leaders. Staying in education or entering employment for at least 2 terms after key stage 4: published data for 2022 leavers indicates that 89% of students stayed in education or employment, compared to a national average of 93%. Activity survey data for 2023 leavers	Build on the success of the enrichment programme with the development of our optional enrichment programme in 2024_25. Raising the aspirations and ambitions of disadvantaged students through a range of activities, including discrete CEIAG sessions from year 7 to 11 and PP First strategy for one-to-one guidance and experience of the workplace continues to be a key strategy. One-to-one guidance brought forward to further support informed post-16 choices. Opportunities for student leadership continue to be developed. A democratically elected Student Leadership Council (SLC) continues to drive this agenda across the school Continue to work towards 100% achievement in every Gatsby Benchmark. Continue to work towards 0% NEET.

		(collected in November 2023), indicates that 97.1% of students were in education, employment or training. NEET data for this period indicates 2.17 of disadvantaged students were not in education, employment or training compared to 3.09% of their non-disadvantaged peers. (This includes one student who was not available to the workforce).	
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	Average scaled score of disadvantaged students is currently 98.9. This target is a 5 year goal for all students. It will take some students multiple rounds of intervention across a number of years to ensure that they are able to match their peers with reading and the skills involved.	Improved reading ages and reading comprehension across all year groups remains a key priority for the school and is indicated on the school's Pupil Premium Strategy.

Improve the attendance of disadvantaged students	Improve attendance of disadvantaged students to the national average for all students	Absence rates in schools have been 50% higher since the pandemic, with persistent absence doubling to 22.3% in 2022/23 (DfE, 2024) PP attendance is currently 85.11%. This is below the school average of 90.47% and remains a target for improvement. PP attendance (%):	To achieve and sustain improved attendance for all students, particularly our disadvantaged students remains a whole school priority and is indicated on the school's Pupil Premium Strategy. Support is provided on Entry with Base Camp 1 providing uniform and equipment for any students missing these items. Daily phone calls are made for absences and home visits are also completed where there is an extended period of absence. Morning knocks are completed from 7.30am to wake students up where parents have requested this. A PP priority is placed on this particular service. PP student voice is also completed regularly to feed into short term interventions. We are using the Working Together to Improve Attendance toolkit, incorporating the following strategies: Expect: Set high expectations for students and communicate these clearly with parents. This involves regular communication, face to face attendance support at parents' evenings and through transition, and weekly expectation setting in Prep Time with students Monitor: A robust monitoring system places students in 4 stages and monitors improving and declining trends daily on an individual basis.

Table within column 3:

	PP	PP PA	PP SA
2023-24	85.58%	38.89%	6.60%
Autumn Term 2023-24	85.38%	44.07%	6.10%
Autumn Term 2024-25	84.95%	28.1%	9.4%

		15	Listen and Understand: Our attendance pathway provides multiple opportunities for face to face meetings, Early Help offers and daily support form the attendance team and pastoral leaders. We have a dedicated EBSA pathway
			Facilitate Support: Our attendance pathway and Early Help reviews combine and monitor both internal support and external agency support
			Formalise support: Attendance contracts, notices to improve, penalty warning notices and Early Helps are all formalised in writing and professionals from all relevant agencies are invited to meetings where appropriate.
			Enforce: We work with the Early Intervention Service to formalise the legal pathway where required. All holiday absences of 10 sessions are monitored and enforced through penalty notices

Externally provided programmes

Please include the names of any non-DfE programmes that you used your student premium to fund in the previous academic year.

Programme	Provider
Lexonik Literacy Programmes	Lexonik

Service student premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service student premium allocation was spent last academic year**
The impact of that spending on service student premium eligible students

Further information (optional)

Use this space to provide any further information about your student premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged students that is not dependent on student premium funding.