

Lady Manners School Pupil premium strategy statement

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	Lady Manners School
Number of pupils in school	1327
Proportion (%) of pupil premium eligible pupils	11.5% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers	2021/22-24
Date this statement was published	October 2021
Date on which it will be reviewed	March 2022
Statement authorised by	SLT
Pupil premium lead	Debbie Ridley
Governor / Trustee lead	Alison Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,346
Recovery premium funding allocation this academic year	£17,255
Pupil premium funding carried forward from previous years	
Total budget for this academic year	£143,601

Part A: Pupil premium strategy plan

Statement of intent

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children cover a range of areas. Examples include: weak language and communication skills, lack of confidence, inconsistent support at home, more frequent behaviour difficulties and attendance issues.

We will ensure that all students identified as being eligible for support through Pupil Premium funding have appropriate levels of support to ensure they have equal opportunity in all aspects of their education, and achieve in line with their peers.

Principles

- Quality First Teaching, targeted interventions and effective assessment meet the needs of all students.
- Where appropriate, provision is made for students that belong to vulnerable groups, including disadvantaged students.
- All children have access to the same opportunities within the curriculum and through participation in extra-curricular activities.

Lady Manners School has 11.8% of children identified as disadvantaged. This is well below the national figure of 20.8%, and places Lady Manners School in the lowest quintile of the national school population.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students have underperformed in comparison to all other students identified by the gap in Progress 8 scores
2	Student attitudes to learning and behaviour result in higher levels of disengagement for Disadvantaged students.
3	Lack of home support for some Disadvantaged Students results in a higher demand for academic, social and emotional support
4	Attendance rates for Disadvantaged Students are lower than the national average for all pupils.
5	Literacy and numeracy skills of students entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in KS3.

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.

Aim	Target	Target date
Progress 8	Achieve a Progress 8 of zero for progress made by disadvantaged students	August 24
Attainment 8	Reduce the gap between disadvantaged students and all students	August 24
% Grade 5+ in English and maths	40% of disadvantaged students achieve Grade 5+ in English and maths	August 24
Attendance	Improve attendance to national average	July 24
Social and emotional support.	Greater percentage of disadvantaged students having access to mental health support than all other students	July 24
Ebacc entry	Reduce the EBacc Entry gap between disadvantaged students and all students	July 24

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: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College, The Key and Chartered College CPD Hubs and Toolkits purchased to improve personalised approach to CPD for staff and hence improve Quality First Teaching	EEF says “Good quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. CPD has been difficult during pandemic need to build on previous good practice, embed and develop QFT practices across the school	1, 2
Literacy Mentor employed full time to support PP to close literacy gaps (especially in Y7 and Y11). Mentor to work on whole school literacy not just in English. Maths Mentor employed 2 days a week to work – to work with targeted PP students	Research shows students have typically lost on average 2- 3 months of learning in English and Maths during the pandemic Employed mentors in January 2021 using catch-up funding and impact was high so now using PP funding to extend their	1, 2, 5

especially in KS3 offering intervention groups and individual support where needed	contracts for another year to target PP students more specifically.	
Purchase of ReadingWise as a literacy intervention led by Literacy Mentor	Disadvantaged students on average arrive at Key Stage 3 with lower literacy skills in comparison to other students	1, 2 ,5
Provide training and embed the Disciplinary Literacy in Geography Transition project		1, 2, 5
Fund appropriate CPD to ensure interventions are appropriate to tackle the barriers for our PP student	Disadvantaged students are all individuals with varying barriers to learning. CPD focussed to address actual needs will have more impact.	1, 2, 5

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

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra classes in Y9 English and maths put on to support closing gaps for PP in core subjects in Y9 prior to starting their KS4 courses	Government research shows gaps have widened for disadvantaged students more than for others during the pandemic. EEF says structured interventions, small group and 1 to 1 tuition are successful in closing gaps.	1,2,5
Small group and 1 to 1 tutors (including NTP) employed to close gaps for PP in core and EBacc subjects in particular.		
Purchase ICT resources to support students at home with learning and catch up especially new Y7		
School led tutoring to be provided for key PP students especially if PP and SEND in Y11. PP funding to pay for the school's 25% of the cost not covered by the grant		
Individual tutoring or resources needed for learning such as lap tops to be funded where appropriate		
Use of recovery premium for a catch up programme of disadvantages students through tailored support		

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

Budgeted cost: £43601

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing attendance through targeted support from the attendance officer by funding additional hours to ensure early intervention	Attendance of disadvantaged students is lower than the attendance of other students nationally and in Lady Manners School	4
Financial support to help attendance including help with travel costs to ensure this is not a barrier to attending	As a remote school, bus travel is essential for attendance and is a barrier for those out of catchment.	4
Raising aspirations for students and parents through independent advice and guidance	Independent advice and guidance support through personalised interviews raise motivation and ensures support for disadvantaged students providing them with clear pathways.	2 , 3
Increase mental health support for all disadvantaged students through early intervention using changing lives, counsellors and mental health projects.	A lack of access to early intervention with respect to mental health has resulted in disengagement in education.	3
Increase disadvantaged students' cultural capital through promoting and funding extracurricular opportunities to take part in music, sports, visits and trips	Some disadvantaged students have less exposure to wider opportunities which limits their expectations and aspirations. Through promotion of this, their experience is widened as is their ambition.	3
Ensure there is the funding and the opportunity for individual, bespoke support and intervention so that each individual is recognised as unique and their own barriers addressed through personalised support	Every child is unique and has their own personal pathway through education. All support should be tailored to their specific needs and barriers for it to be effective.	1-5

Total budgeted cost: £150000

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.

Aim	Outcome
<p>The gap between PP students and the national average for non-PP students is reduced.</p>	<p>Due to the unavailability of national data, the outcome is not measurable. PP students were supported throughout the pandemic and accessing home learning was a priority PP students achieved outcomes that enabled them to progress onto purposeful Post 16 pathways.</p>
<p>PP students are supported in their career plan and with their mental health to ensure that aspirations are raised and self-esteem is high. This in turn will improve behaviour and close gaps in these figures.</p>	<p>All PP students in Years 8, 10 and 11 had priority careers interviews and students in Y11 were offered virtual work experience and supported with their Post 16 applications. Behaviour records showed a decrease in PP referrals to isolation in comparison to previous years. All PP students secured a place in apprenticeships, college or school for their Post 16 pathway.</p>
<p>PP students identified as a concern in progress to be supported in catching up and make sufficient progress between start of year and end of year assessment, especially in the GCSE year. Prepare fully for a further school closure or individuals' self-isolation to ensure the PP students are prepared for remote learning.</p>	<p>All PP students were provided with a lap top if required and weekly support from a member of staff during the lockdown. They were all prioritised for catch up work with mentors on their return.</p> <p>PP students, where appropriate, had the opportunity to work with the National Tutoring Programme.</p>
<p>Attendance for PP students improves and the gap reduces with non PP students</p>	<p>The gap was 4.5% which is higher than the previous year (2.8%). Attendance is an issue which will be a priority next year but in very difficult circumstances with the pandemic,</p>