

Lady Manners School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1389 (Y7-13) 1138 (Y7-11)
Proportion (%) of pupil premium eligible pupils	132 = 11.6% of Y7-11
Academic years that our current pupil premium strategy plan covers	2022-24
Date this statement was published	October 2021
Date/s reviewed	September 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	£136,765
Recovery premium funding allocation this academic year	£ 16,965
Pupil premium funding carried forward from previous years	£ 14,962
Total budget for this academic year	£168,692

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 recover from the disrupted period of learning caused by the pandemic.

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 11.6% 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 as good progress as students with stronger literacy and numeracy skills 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 around zero for progress made by disadvantaged students	August 24
Attainment 8	Reduce the attainment gap between disadvantaged students and all students	August 24
% Grade 4+ in English and maths	60% of disadvantaged students achieve Grade 4+ in English and maths	August 24
Attendance	Improve attendance to national average	July 24
Social and emotional support.	Ensure a 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: £ 77,839

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	Research shows students have typically lost on average 2- 3 months of learning in English and Maths during the pandemic	1, 2, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
for 30 hours a week from Sept 22, increased from 2 days a week, to work with targeted PP students in KS3 and KS4 offering intervention groups and individual support where needed Science learning mentor employed 3 days a week from May 2022 until December 2022 to work with PP students across KS3 and 4	Employed mentors in January 2021 using catch-up funding were effective, so now using PP funding to extend their contracts for another year to target PP students more specifically.	
Continued use of ReadingWise as a literacy intervention led by Literacy Mentor and relaunch of buddy reading scheme	Disadvantaged students on average arrive at Key Stage 3 with lower literacy skills in comparison to other students. They therefore benefit from literacy interventions, including reading	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: £ 32,014

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 research states that structured interventions, small group and 1 to 1 tuition are successful in closing gaps.	1,2,5
Continue to provide ICT resources to support students at home with learning and catch up, especially new Y7		
School-led tutoring provided for key PP students in Y7 and 8 in 21/22 due to the success of this , it will be used for key PP students in Y11 following mock exams in December 22. PP funding to pay for the school's 25% of the cost not covered by the grant.		

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 for Disadvantaged Students through tailored support		

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

Budgeted cost: £58,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase attendance through targeted support from pastoral support assistants and Heads of Year by funding additional posts to ensure early Intervention	Attendance of disadvantaged students is lower than the attendance of other students nationally and in Lady Manners School	4
Provide financial support to help attendance, including help with travel costs, to ensure this is not a barrier to attending school	As a remote school, bus travel is essential for attendance and is a barrier for out of catchment students	4
Raise 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 additional pastoral support, 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 are 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: £168,692

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 2021 to 2022 academic year.

Aim	Target	Progress
Progress 8	Achieve a Progress 8 of around zero for progress made by disadvantaged students	P8 for PP for 2022 is -0.53 The pandemic impact can account for a dip in this figure but it now becomes our top priority for 22/23
Attainment 8	Reduce the attainment gap between disadvantaged students and all students	54.85 A8 for all students. 36.95 for PP students. No previous data for 20 or 21 for comparison
% Grade 4+ in English and maths	50% of disadvantaged students achieve Grade 4+ in English and maths	50% achieved Grade 4+ in English and maths
Attendance	Improve attendance to national average	86% (No figure for national average)
Social and emotional support.	Enable a greater percentage of disadvantaged students having access to mental health support than all other students	Proportion of DS accessed mental health support = > 12%
EBacc entry	Reduce the EBacc Entry gap between disadvantaged students and all students	20.8% entered (PP) 27.8% entered (all) GAP = 7% <u>20/21</u> 3.6% entered (PP) 16.6% entered (all) GAP = 13%