

Lady Manners School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our Pupil Premium students.

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

School overview

Detail	Data 18.10.24
Number of students in school	1170 (Y7-11)
Proportion (%) of pupil premium eligible students	17.6 (PP) 17.1 (DS)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	18 October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Gary Peat (Headteacher)
Pupil premium lead	Debbie Ridley (Deputy Head)
Governor / Trustee lead	Alison Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172040 (based on last census)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£172040

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students at Lady Manners School have equal access to the significant opportunities we have to offer and regardless of background or challenges are able to make equal progress to their peers and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support pupil premium students to achieve that goal.

We will consider the challenges faced by pupil premium students and outline in this statement the intended support for their needs

Quality first teaching is at the heart of our approach, with a focus on areas in which pupil premium students 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-pupil premium students' in our school. Implicit in the intended outcomes detailed below, is the intention that non-pupil premium students' attainment will be sustained and improved alongside progress for their pupil premium peers.

Our approach will be responsive to common challenges and individual needs. To ensure we are effective in our approach we will:

- ensure all students are challenged in the work
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for pupil premium students' outcomes and have high expectations

Challenges

This details the key challenges to achievement that we have identified among our pupil premium students.

Challenge number	Detail of challenge
1	Pupil premium students are not performing in line with their peers, identified by the gap in Progress 8 scores
2	A proportion of pupil premium students demonstrate a lack of emotional resilience and self-regulation. As a result, self-esteem, attendance and behaviour can be impacted resulting in a less positive school experience
3	Some pupil premium students due to their background have a higher demand for financial, academic and emotional support and additional careers advice
4	Attendance rates for pupil premium students are lower than their peers
5	Literacy and numeracy skills of students entering Year 7 are on average lower for pupil premium students than for other students, which prevents them from making as good progress as students with stronger literacy and numeracy skills

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
<p>Progress & Attainment</p> <p>Improved progress for Pupil Premium Students across the curriculum, closing the attainment and progress 8 gap with a particular focus on Maths and English</p>	<p>The progress gap and other attainment measures gaps between pupil premium students and all students will narrow each year.</p> <p>2024/25 KS4 outcomes will demonstrate that pupil premium students achieve:</p> <ul style="list-style-type: none"> • Sustain a positive Progress 8 score • At least 65% passing GCSE maths and English at grade 4 or above • The gap narrowing between PP and all students
<p>Challenges with emotional resilience and self-regulation</p> <p>Our aim is for our PP students to be supported with their self-esteem, resilience, self-regulation and behaviour meaning their attendance will improve and they will not be over-represented in sanctions data nor under-represented in rewards data, meaning a more positive school experience.</p>	<p>Quality first teaching of a consistently high standard benefits all students especially the PP learners. Our aim is through a metacognition approach, PP students will become self-regulated and more independent learners and as a result, their attendance and engagement will increase as will in some cases their behaviour.</p> <p>2024/25 data will show improved attendance, less sanctions for PP than previous years and rewards will be in line with peers</p>

Intended outcome	Success criteria
	Additional resources such as family support, counsellor and changing lives will prioritise PP.
<p>Some PP students need additional support financially, emotionally and to gain understanding and experience of the world around them and more awareness around career goals and how to achieve them.</p> <p>Hence the intended outcome it to ensure that all PP have financial help where needed along with careers and emotional support</p>	<p>The access to Information and guidance for careers/next steps is prioritised and enhanced for PP and there are zero NEET in 2025.</p> <p>Emotional and family support records show impact with PP cohort.</p> <p>PP are included in cultural capital opportunities without finance being a barrier.</p>
<p>We have identified social and emotional mental health and self-confidence issues for more of our PP students than non-disadvantaged. This is particularly true for the EBSA students. The outcome through addressing this will impact attendance and achievement</p>	<p>Through family support and student engagement officers, nurture work to enable students to access school safely will decrease the number of severely and persistent absent PP students and raise overall attendance</p>
<p>All PP students should be able to realise their goal of attaining a grade 4 in maths and English to give themselves a strong platform to be able to move on to their next steps.</p>	<p>Achievement in Maths and English at each stage should show increased attainment for PP especially at KS4 outcomes.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>

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: £80802

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors employed full time to support PP to close literacy and numeracy gaps	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 were effective, so now using PP funding to continue this support to target PP students more specifically. Gaps are closing in English and Maths. Feedback from students and teachers is overwhelmingly positive about the support offered by mentors	5
Continued use of Reading Wise as a literacy intervention led by Literacy Mentor and sustain the buddy reading scheme	PP 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. Buddy reading is now re-established post pandemic and working well. Reading Wise has been extended to include from phonics to comprehension led by learning mentor and librarian	1 & 5
Fund appropriate CPD to ensure interventions are appropriate to tackle the barriers for our PP students especially with respect to teaching metacognitive strategies.	CPD on closing gaps is a regular event focussed on key students and their needs alongside general best practice strategies for all students. This has a focus on teaching metacognitive strategies to help students to self-regulate and become more independent learners. PP students are all individuals with varying barriers to learning. CPD focussed to address actual needs has more impact.	1, 2, 5
Fund alternative provision and/or teaching assistant support for more individual needs.	Some PP students have needs which require a more targeted approach with small group intervention or alternative provision	1, 2, 4

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

Budgeted cost: £9600

Activity	Evidence that supports this approach	Challenge number(s)
Fund additional intervention for targeted students to prepare for exams	Government research shows gaps have widened for PP 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. Previous year's targeted interventions with PP in the run up to exams have allayed fears, increased confidence and had an impact on results.	1,2 & 5
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 PP students, providing them with clear pathways.	3
Ease the transition from primary to Lady Manners school by enhancing the transition opportunities for PP students.	The transition from primary to secondary has been proven to be difficult for some children and their parents. A targeted summer school to allow new students to experience the school before starting has proved to have had significant impact on attendance and resilience in Year 7.	2

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

Budgeted cost: £ 81638

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase attendance and behaviour through targeted support from pastoral support assistants and Heads of Year by funding additional posts to ensure early intervention	Attendance of PP students is lower than the attendance of other students in Lady Manners School	4
Increase mental health support for all PP 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.	2 & 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support to help attendance for the EBSA students through the student engagement officers and the family support team including resourcing a nurture room	EBSA is a recognised barrier for some PP to attending school	4
Increase PP students' cultural capital through promoting and funding extracurricular opportunities to take part in music, sports, visits and trips	Some PP 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
Fund parental engagement events	Some PP students' parents are unaware of what the school has to offer so providing opportunities to help for them to engage within their child's education has a positive impact on their child's progress	2 & 4
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 and financial help	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: £172040

Part B: Review of the previous academic year

Outcomes for Pupil Premium Students

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2023 to 2024 academic year. Data based from SISRA 04/03/25

Aim	Target	Progress
Progress 8	Achieve a Progress 8 of around zero for progress made by Pupil Premium students	P8 for PP for 2024 is 0.14 an increase of 0.80 from 2023 (DS 2024 result = 0.11). <i>Gap with all students is 0.24 compared to 0.65 from 2023.</i>
Attainment 8	Reduce the attainment gap between Pupil Premium students and all students	A8 for PP for 2024 is 50.29, an increase of 14.6 from 2023 (DS = 48.87). <i>Gap with all students is 5.01 narrowing from 14.45 from 2023.</i>
% Grade 4+ in English and maths	60% of Pupil Premium students achieve Grade 4+ in English and maths	76.9% achieved Grade 4+ in English and maths (DS = 73.9) an increase of 26.9% from 2023. <i>Gap with all students is 7.9% narrowing from 26.1% from 2023.</i>
Attendance	Improve attendance to national average	PP attendance was 90% for 2023/24, an increase of 2.5% from 2023. The national attendance figure for all students was 90.9%.
Social and emotional support.	Enable a greater percentage of Pupil Premium students having access to mental health support than all other students	PP students are given priority appointments with changing lives, early help and counsellor.
EBacc entry	Reduce the EBacc Entry gap between Pupil Premium students and all students	76.9% of PP students (73.9% of DS) were entered for Ebacc in 2024 an increase of 50% from 2023. <i>Gap with all students is 1.9%.</i>