

## 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	Lydiard Park Academy
Number of pupils in school	1276
Proportion (%) of pupil premium eligible pupils	24% (307)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	19 <sup>th</sup> October 21
Date on which it will be reviewed	Every 3 months
Statement authorised by	G Pearson
Pupil premium lead	C Dobbs
Governor / Trustee lead	? (please confirm)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,005
Recovery premium funding allocation this academic year	£34,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£262.370

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make *positive* progress and achieve high attainment across the curriculum. We aim to reduce the gap to less than 0.3 with the current year 11 cohort. Our Learning Journey promotes a platform for the development of their character and culture through a variety of enriching experiences. We aim to ensure all pupils pursue a destination of their choice upon leaving TPAT Sixth Form.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are identified as high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme, Performance Learning and online platforms such as SAM Learning. Our approaches aim to overcome the barriers our pupils face, especially those whose education has been worst affected during the pandemic. Our strategy uses provision mapping to target interventions at those who need it the most.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified. Targeting academic progress as well as character and cultural gaps in their Learning Journey.
- adopt a whole school approach through performance management and target setting, to allow all staff to take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Levels of progress of Disadvantaged children (PP) compared to against whole school – identify and address the currency barriers that inhibit learning and academic progress – focus on literacy and Quality First Teaching through a well-managed and carefully structured recovery curriculum
2	Attendance of PP pupils (stabilisation and improvement after recent Lockdown)
3	Meet need in relation to cultural barriers to learning of PP pupils
4	Readiness to learn, leading an active healthy lifestyle – Tackle the barriers to learning through ensuring PP pupils are physically, emotionally and socially ready to learn after long periods outside school (inc. those who may have gone missing in education). – focus on developing a Growth Mindset and nurturing a positive mental health.
5	Parental engagement and wider opportunities for creating a ‘Team You’ concept (Pupil, Teacher, Parents, OA’s)

## 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
Progress remains on track through quality first teaching, including application and monitoring of subject specific development plans and whole school initiative improvements. Measured by P8 scores, LUCID testing and Quality Assurance of teaching and learning standards and terminal results. Particular focus on recovery after a return from Lockdown and the development of KS3 building blocks in preparation for KS4	<ul style="list-style-type: none"> <li>Disadvantaged gap closes to a progress score with no significant different to the whole school. <i>(In- school target of -0.3 PP)</i></li> <li>LUCID testing moves in line with non-disadvantaged learners.</li> <li>Monitoring of T&amp;L shows clear academic progression of disadvantaged pupils in lessons</li> <li>Growth Mindset strategies produce an improve RFL score. 1:1 interview record a more positive and aspirational outlook</li> </ul>
Absence by PP pupils improves in line with non-PP children	<ul style="list-style-type: none"> <li>Absence rates show no significant gap in % attendance (95% target)</li> </ul>
Improved outlook for PP pupils through personalised intervention, mentoring and a greater understanding of their barriers to academic and socio-cultural progress. Careers advice provides clear guidance for post-16.	<ul style="list-style-type: none"> <li>RFL scores increase for disadvantaged pupils</li> <li>Individual need is met through a rigorous review, coordinated, meaningful and personalised interventions</li> <li>SAM Learning successfully re-introduced.</li> </ul>
Improve readiness to learn score so that pupil enter the classroom physically, emotionally and socially prepared to learn. Address any new anxieties caused through the series of Remote Learning enforced during the Lockdown 3.0	<ul style="list-style-type: none"> <li>PP pupils have a sense of belonging, increased self-esteem and greater ambition to turn their potential into performance. They show resilience and perseverance</li> <li>RFL score increase to an average of 3.4+ for PP (previous 3.2)</li> <li>Attainment and attendance increase</li> </ul>

	<ul style="list-style-type: none"> <li>• Behavior improves (both in and out of the classroom)</li> <li>• Referrals of PP pupils to support systems/schemes reduce</li> </ul>
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## 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. Based heavily on impact studies through the [EEF research strategies](#)

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £135,120,

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school literacy strategy implemented to provide a framework for QFT, intervention and development work.</p> <p>Curricular Literacy targets revised and assigned to pupils</p> <p>Use of Pixl Unlock at KS3 and KS4</p> <p>Funding KS4 English texts for PP pupils</p> <p>Curriculum review of Literacy and Numeracy focus. Research and implement best practice to help support the development of KS3</p>	<p><a href="#">EEF research on reading comprehension</a> 6+ months improvement The gap at LPA was 0.16 of a grade below the non-pp pupils therefore so a whole school focus is needed. Research suggests that a vocabulary gap is a significant barrier to learning. <a href="#">EEF research of impact of Oracy</a></p> <p>Identified as a need through whole school monitoring, improvements in extended written responses will lead to improvements at KS4.</p> <p>EFF research shows that PP students have a vocab gap with whole school attainment.</p> <p>Identified as important as texts can be highlighted and notes made in personalised copies.</p> <p>Good practice established in a partner school will have an impact at LPA</p> <p>Practice from other schools suggests a different approach to year 7 may benefit our pupils</p>	1
<p>Jumping The Barriers document is implemented and applied used in QFT planning and delivery. Strategies are clearly documented to measure impact on individual learning.</p>	<p>Sharing knowledge and good practice of interventions will help pupil's reach their potential.</p> <p>In 2019-20 implementation and focus on PP pupils was better, although inconsistent across the teaching body.</p> <p>Keeping PP pupils on teachers radars and having specific target will support teachers in prioritising PP pupil outcomes</p>	1 & 4

<p>Closing the Gap through use of planned intervention is part of the PM cycle</p> <p>Now common barriers are identified, Information uploaded to SID database. Teachers will email strategies that are working (within the 9 barriers to learning) to be loaded into Sims. Sharing knowledge increases the power teachers have to make a difference.</p>	<p>Focusing on common barriers to learning allows for a more individualised approach.</p> <p>Grouping different pupils together with similar need will allow a higher impact, at a lower cost</p> <p>Teachers identified a barrier to pupil progress, teaching and learning is lack of knowledge and understanding about individual need.</p> <p>Updating successful strategies for individual pupils as the academic year progresses will enable teachers to share and record information about individual pupils,</p>	
Targeted teacher CPD	Personalisation of CPD through TEEP and NIMBL allows teachers to develop practice that is specific to the needs in the class	1
Retain specialist teacher with SEN and Primary training for groups with specific learning need	A teacher who is funded through the PP budget works with those with lower literacy and/or numeracy levels. Using this approach allows smaller class sizes and teachers to focus on other pupils with less complex learning need.	1 & 4

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

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific interventions delivered during additional time-tabled lesson (English and Maths)</p> <p>Specific academic intervention programmes developed with the school</p> <ul style="list-style-type: none"> <li>Performance Learning</li> </ul>	<p>Previous intervention with SAM Learning was very successfully (pupils have improved by a grade) in number of other schools. As a Trust we are moving to a new intervention programme that will better support stretch, challenge and bridging.</p> <p>Small group work and individual tuition allows for greater input (diagnosis, therapy, testing) to improve skills and progress towards targets)</p>	1 - 5

<ul style="list-style-type: none"> <li>• N.T.P</li> <li>• SAM Learning - Targeted 1:6 (use of cover supervisors)</li> <li>• Tassimo</li> </ul> <p>Map all intervention through provision maps</p> <p>Raising standard leaders (SLTx2) to focus on PP</p>	<p><a href="#">EEF development research on self-regulation</a></p> <p><a href="#">EEF impact studies of tutoring</a></p> <p>Needed to raise standards, tackle barriers to learning identified through whole school input and quality assurance monitoring.</p>	

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

Budgeted cost: £ 68,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early ID - Visit disadvantaged children with Primary heads during the termly meetings Improve transition, for disadvantaged pupils</p>	<p>By the end of KS3 learning and development barriers are well established. Lowering a barrier before it become predominant will ensure that interventions are in place early in their secondary school life</p>	<p>1 – 5</p>
<p>PSA's to monitor attendance of grouped Disadvantaged pupils through a new tracker created in Arbor using Provision mapping.</p> <p>Calls made home, attendance tackled as a first priority. Persistent offenders to be followed up by tutors, PSA's HOY and then SLT/EWO (Graduated response attendance intervention flow developed and introduced)</p> <p>Free Breakfast clubs introduced to tackle barriers of poor health and poor attendance (first 100 FSM are free)</p> <p>Reward attendance of high attenders. Competition based in year groups, reward in session 6 activity. Track numbers using biometric finger scanning.</p>	<p>Better liaison with home will result in better partnership between parents and school, fostering higher engagement and attendance.</p> <p>Getting pupils into school by feeding and engaging them with activity before school will give them an appetite to learn. Departments to use this as an opportunity for intervention e.g. English reading group</p> <p>Competition can act as a driver for improvement. Peer pressure and building confidence and a sense of community will improve attendance.</p>	<p>2, 4, 5 (&amp; in turn 1)</p>

<p>Develop and communicate back to school interviews with parents and teaching staff. PSA/HOY/SLT to conduct for persistent offenders.</p> <p>Attendance ladders and other targeted attendance information to be 'drip-fed' to parents throughout the academic year.</p> <p>Identify a minimum of 6 pupils a term (2 per day, 3 days a week, over a 6 week period) to get caught up on the work they have missed..</p>	<p>To ensure that if support is required to catch up/improve attendance it is provided</p> <p>Internal research highlighted this as one of the main problems in progress and future lesson engagement.</p>	
<p><b>Careers</b> - Interview all learners Identify their plans for next year</p> <p>Ensure priority bespoke careers lead advisor interviews for all disadvantaged learners unsure of their next steps in November (identified through SLT interviews). A follow up in March will be required</p> <p>Use of Brighter Futures programme</p> <p>Implementation of Career Pilot/Pixl Future App</p> <p>Ensure attendance of PP pupils at a new careers fair based at the school on October 24<sup>th</sup>.</p>	<p>If pupils know what they need to achieve for their next steps they are more focused about getting the right outcomes.</p> <p>Research using postcodes has shown that there is a pattern to low aspirations, confidence and opportunity</p> <p>Initial feedback from a Pixl conference shared the positive impact it has had during the trial runs.</p> <p>Introduced as part of the Gasby benchmarks</p>	3, 4, 5
<p>Use the PEP approach to ensure that pupils at risk of exclusion (AROE) are supported and their behaviour is modified.</p> <p>Assign a specific mentor (teacher without a tutor group) to work 1:1 with the pupil.</p>	<p>A clear plan is needed for these pupils. They will be monitored and supported on a weekly basis.</p> <p>A good start to the day with a lead contact will support pastoral care and focus day to day learning</p>	
<p>Tighten and strengthen current arrangements for providing uniform (blazers), revision guides, financial help with curriculum trips</p>	<p>Equality of access for PP pupils. Improving cultural capital for PP pupils.</p>	3, 4, 5

<p>All PP pupils are <b>re-profiled</b> to develop individual action plans, support and guidance. (circumstances change, we need to be aware)</p> <p>Evaluate attendance of PP pupils to extra- curricular / trips.</p> <p>Subscribe to the Character First programme – (starting with the Army workshops in November 2021)</p>	<p>Not all PP pupils have the same need, high impact at low cost is needed. Use of reduced curriculum to assist pupils if there is a curricular change needed. By grouping and running different programmes it should allow for pupils to access they support they need</p> <p>To provide wider opportunities for PP pupils For SOWs to have cultural capital included (not to presume)</p> <p>Curriculum maps and home opportunities prepared and sent each term.</p> <p>To extend cultural and character development, this menu of activities will raise aspirations and open pupil's eyes to wide opportunities to excel. We need to provide a vehicle for pupil's to look beyond their front garden (as so to speak)</p>	
<p>Departmental Learning Journey's developed to raise awareness of activities and opportunities available</p>	<p>The financial barrier is an obvious limiting factor for some pupils and parents. Communication along with targeted opportunities to certain pupils will seek to develop objective 3,4 and 5.</p>	<p>3, 4, 5</p>
<p>KS3 RS leader to use Diploma and existing system to celebrate achievements.</p> <p>KS4 RS leader to develop and embed a reward system for achieving target grades, making good progress and/or an improvement in work ethos and attitude.</p> <p>Phoenix Project challenge and pupil of the week concept developed.</p>	<p>Monitoring of Rs for PP pupils</p> <p>Pupils respond to praise and reward. Good habits and behaviours are strengthened through positive reinforcement.</p> <p>Wider research shows that project-based learning has an impact on pupil's engagement and development</p>	<p>1, 3, 4</p>
<p>RFL - Directly link into whole school Mental Health Plan</p> <p>Weekly tutor group focus on developing a GMS.</p> <p>Termly assembly theme on GMS</p> <p>Targeted workshops for PP pupils with a low RFL score that suggests a fixed mind-set.</p> <p>Introduce a revised focus in KS3 PDPs using a new '<i>goals and aspirations</i>' workbook. All PP pupils to have 2 PDPs per term (12 a year)</p> <p>Mentoring of PP pupils of similar 'make-up' maximum of 3 years difference.</p> <p>Staff training will develop rewards for effort rather than attainment and build confidence of PP pupils to try and not to fear failure.</p>	<p>RFL scores can be used to track the pupils and hopefully an increase in their RFL score.</p> <p>Empowering staff with the understanding of individual need and the effect of Mental health will continue to support pupils. Use opportunities like the Army experience day will focus particularly on disadvantaged pupils first.</p>	<p>4</p>



<p>Through the use of the pupil perceptions survey we will identify pupils who are 'unhappy' at school and use our PP mentors to work with these pupils to break through barriers to learning.</p> <p>Staff INSET on development of resilience.</p> <p>Identify and implement best practice based on current research into the importance of GMS for both pupils and LPA staff</p>		
<p>Parental Engagement - For LPA to support the role of parent. Further develop parental engagement of PP pupils (not just attending parent's evenings etc.).</p> <p>Communications between school and home to be as positive as possible. Use of InTouch to target PP parents to further engage them in their child's learning. Linked to celebrating success.</p> <p>Parental engagement workshops e.g. How to help your child revise tied in with the importance of 95% Attendance at school.</p> <p>WAGS and Lads and Dads events to be used to encourage engagement</p> <p>Parental and pupil cooking course.</p> <p>Share the effect of the barriers for learning with parents. E.g. % attendance and the impact on education.</p> <p>Developing preparation for exams – focus on without parental involvement.</p>	<p>Staff have identified one of the reasons why learners are successful at LPA is parental engagement.</p> <p>For a mentor (peer or adult) to work with PP pupils and their parents.</p> <p>The communications on the Diploma data cut were well received by parents.</p> <p>Teaching staff to identify 'hooks' for learning for individual pupils and to take an interest within lessons and outside the classroom.</p> <p>Running workshops that incorporate school barriers to learning and engagement will engage parents with the school and their child.</p> <p>This strategy was used several years ago proved a very positive experience for all involved.</p> <p>Supporting parents with basic cookery skills will helpfully support a healthy active lifestyle.</p> <p><a href="#">EFF Research</a> suggests that parental engagement add 4+ months engagement with minimal cost outlay.</p>	<p>5</p>

Reflection point feedback (consultation day) targets hard to reach parents	This is based on the analysis work on the attendance of disadvantaged parents at reflection review point events	
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**Total budgeted cost: £ 256,370 (£6,000 left to spend)**

## 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?*

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*