

Pupil Premium Strategy Statement

**Covering the period
September 2021 to July 2024**

(updated annually: last update March 2023)



LCEHS Pupil Premium Strategy Statement

This statement details our school's use of *Pupil Premium* funding and *Recovery Premium* funding for the 2022-23 academic year to help improve the attainment of our disadvantaged students.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of had within our school.

School overview

Detail	Data
School name	Lowton Church of England High School
Number of students in school.	787
Proportion (%) of <i>Student Premium</i> eligible students.	25.7%
Academic year/years that our current plan covers.	September 2021 to July 2024
Date this updated was published.	March 2023 (post DfE validated data)
Date on which it will be reviewed.	Annually (by the end of each September).
Statement authorised by:	Kieran Larkin, Headteacher
Student premium lead:	Kieran Larkin, Headteacher
Governor:	Derri Burdon, Governor

Funding overview

Detail	Amount
<i>Pupil Premium</i> funding allocation: 2021-22	£195,630
<i>Recovery Premium</i> funding allocation: 2021-22	£27,695
<i>Pupil Premium</i> 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	£223,325

Part A: Pupil Premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, achieve well across the curriculum in line with our curriculum strategy published on our school website.

The focus of our Pupil Premium strategy is to support disadvantaged students to achieve our curriculum goals. It is focused on students in all year groups, not just examination year groups.

The strategy includes vulnerable students, such as those who have a social worker or who have a caring role. 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 and tailored teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This includes how, through our curriculum implementation, we ensure those deemed disadvantaged and those vulnerable have the same entitlement and access to our curriculum and are, in no way, 'doubly disadvantaged'.

Implicit in our approach is that *non-disadvantaged* students' attainment will improve alongside the outcomes of their peers deemed disadvantaged. That is, our aim is to improve the outcomes of all students and work to our longer-term goal of there being no discernible achievement gap between children from different backgrounds and contexts.

Our approach explicitly seeks to address the impact of the lost learning time and access to face-to-face teaching as a result of the pandemic.

Our approach will continue to be responsive to our ongoing monitoring evidence and the evidence of the impact of our actions.

The approaches we have adopted aim to ensure students achieve their best, specifically:

- that disadvantaged students are challenged in the work that they are set;
- pastoral and academic interventions are at the point need is identified;
- a collective school-wide approach is taken: *all* staff take responsibility for disadvantaged students' outcomes and raise expectations of what they and all students can achieve.

Challenges

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

Challenge	Detail of challenge
1	<p>Attendance.</p> <p>The impact of the pandemic on the disadvantaged students appears to have been the harshest. This is reflected in lower attendance rates and, for some, a struggle to reintegrate into the full curriculum following periods of isolation and/or the national lockdowns.</p> <p>The impact of COVID related illness is very significant. Our data tells us that typically attendance of our disadvantaged students is around 88% compared to around 93% for their non-disadvantaged peers. Both are lower than our pre-pandemic position, but in line with or slightly better than that seen nationally post pandemic.</p> <p>Around 40% of disadvantaged students have been ‘persistently absent’ compared to 26% of their peers during that period. This higher than normal level of absence is negatively impacting disadvantaged students’ progress. This gap is mirrored at a national level.</p> <p>Over the last two years, absence figures have been heavily skewed by the coding of COVID absence as illness. Nonetheless, the gap is significant and therefore addressing this is a key priority for the 2022-23 school improvement plan.</p> <p>The school has experienced a disproportionately high number of COVID positive cases. Around 44% of the school population tested positive for COVID during the 2021-22 academic year. All these absences are reported as illness as per DfE guidance, but they have a disproportionate impact on attendance making comparisons with previous years difficult.</p> <p>That said, those deemed disadvantaged have disproportionately higher absence whatever the reason for absence.</p>
2	<p>Reading comprehension.</p> <p>Students in years 7 and 8 over the last two years have been impacted significantly by the pandemic. Disadvantaged students generally have lower levels of reading comprehension than peers, impacting on their access to the full secondary curriculum and, therefore, their progress. Our objective is to narrow that gap and not accept it.</p> <p>In September 2022, 13% of our Year 7 students had a standardised reading age below average (stanines 1-3). Of those deemed disadvantaged, this was 18% of that group.</p> <p>In Year 8, 25% of the cohort had a below average reading age, but this was 47% of the disadvantaged cohort. In Year 9, 21% of the cohort had a below average reading age, but this was 46% of the disadvantaged cohort.</p> <p>On entry to year 7 in September 2021, 37% of our disadvantaged students started with below age-related cognitive expectations (a CAT score below 89) compared to just 11% of their non-disadvantaged peers.</p>
3	<p>Outcomes at the end of Key Stage 4.</p> <p>In 2022, the progress overall of disadvantaged students at the end of Key Stage 4 was lower than their peers. At -0.56 (up from -0.64 in 2019), although not dissimilar to that seen nationally, it is lower than non-disadvantaged students (+0.06) in our school and not in line with our ambition for all students regardless of background or context.</p>

	<p>Over the last three years there has been a gap of around 15 points based on the Attainment 8 measure between disadvantaged and non-disadvantaged students. This equates to around 1.5 GCSE grades difference on average. Specifically, in the EBacc suite of subjects, over the last three years, there is a difference of around 1.5 based on the EBacc average points score (APS).</p>																									
4	<p>Social, emotional and mental health needs.</p> <p>Our evidence and mental health surveys (<i>BeeWell, Greater Manchester</i>), pastoral assessment and academic measurements show an increase in students and families with identified social and emotional issues, including anxiety, diagnosed depression, low self-esteem and self-regulated behaviours.</p> <p>These challenges particularly affect disadvantaged students, and it impacts on their attainment.</p> <p>During and after time lost to COVID isolation, referrals have markedly increased. These are disproportionately skewed towards students known to be vulnerable and/or from disadvantaged backgrounds. The number requiring additional support and/or displaying complex social and emotional needs has increased significantly.</p>																									
5	<p>Curriculum access.</p> <p>We do not intend any student by virtue of their background to not excluded from access our curriculum offer. It is an entitlement for all students, regardless of their background. We have the same ambition for <i>all</i> students regardless of their context. We recognise that for a range of reasons beyond school, there may be barriers we need to deliberately pre-empt and overcome.</p> <table border="1" data-bbox="328 1066 1305 1460"> <thead> <tr> <th colspan="2"></th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2022 Cohort</td> <td>EBacc entries (all subjects).</td> <td>23%</td> <td>6%</td> </tr> <tr> <td>En, Ma, Sc and Gg/Hi entries.</td> <td>93%</td> <td>84%</td> </tr> <tr> <td rowspan="2">2023 Cohort</td> <td>EBacc entries (all subjects).</td> <td>17%</td> <td>16%</td> </tr> <tr> <td>En, Ma, Sc, Gg/Hi entries.</td> <td>95%</td> <td>91%</td> </tr> <tr> <td rowspan="2">2024 Cohort</td> <td>EBacc entries (all subjects).</td> <td>12%</td> <td>6%</td> </tr> <tr> <td>En, Ma, Sc, Gg/Hi entries.</td> <td>98%</td> <td>97%</td> </tr> </tbody> </table> <p>The proportion of disadvantaged students entered for the EBacc suite of subjects lags that of non-disadvantaged student, but it is an improving picture.</p> <p>A revised curriculum strategy was implemented from September 2021.</p> <p>In 2022, 6% of disadvantaged pupils had been entered for the EBacc with 3% of all disadvantaged pupils achieving grade 5 or above in the EBacc. This is heavily skewed by low entries in the cohort as a whole for Languages. It is stronger in the other subjects covered by the EBacc. In 2022, 93% of all students entered the remaining EBacc subjects, with 84% of disadvantaged students entering.</p>			All	PP	2022 Cohort	EBacc entries (all subjects).	23%	6%	En, Ma, Sc and Gg/Hi entries.	93%	84%	2023 Cohort	EBacc entries (all subjects).	17%	16%	En, Ma, Sc, Gg/Hi entries.	95%	91%	2024 Cohort	EBacc entries (all subjects).	12%	6%	En, Ma, Sc, Gg/Hi entries.	98%	97%
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Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (i.e. by end 2023-24 academic year), and how we will measure whether they have been achieved.

Our long term ambition is that there are no discernible gaps between those deemed disadvantaged and those not.

Intended outcome	Success criteria
<p>Attendance.</p> <p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<ul style="list-style-type: none"> The overall absence rate for <i>all</i> students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being no more than 2% points. The percentage of all students who are persistently absent is below 15% and the figure for disadvantaged students is no more 3% points lower than their peers.
<p>Reading comprehension.</p> <p>Improved reading comprehension among disadvantaged by the end of Year 8.</p>	<ul style="list-style-type: none"> Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
<p>Outcomes at the end of KS4.</p>	<ul style="list-style-type: none"> Progress 8 (P8): the gap is reduced to no more than 0.3 between disadvantaged pupils and their peers, and the overall P8 for all students is greater than 0.
<p>Social, emotional and mental health needs.</p> <p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> secure provision and support in place for all identified students recorded in our risk register of need. qualitative data from student voice, student and parent surveys and teacher observations (<i>an improvement on the BeeWell survey from January 2022</i>). a significant increase in participation in enrichment activities, particularly among disadvantaged students.
<p>Curriculum access.</p> <p>Improved access to an EBacc curriculum and a decreased attainment gap by the end of KS4.</p>	<ul style="list-style-type: none"> By the end of our current plan in 2024/25, the EBacc entry gap between those deemed disadvantaged and non-disadvantaged will be no more than 5% of the year group.

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

Budgeted cost: **£196,125**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Purchase of phonics resources and training for those with low reading comprehension.	Structured phonics programmes for those with significantly below age related standards are shown to accelerate reading standards if followed well and staff are well trained to deliver and understand phonics.	2, 5
2. Improving attendance to ensure a reduced gap in GCSE attainment.	<p>The impact of improved attendance is shown to impact on improved GCSE grades as follows.</p> <p>At KS4, non-persistently absent students were four times more likely to achieve five strong GCSE passes, including English and maths, as persistently absent students.</p>	1, 3
<p>3. Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Purchase of Bedrock and Bedrock Mapper to improve the focus on subject specific 'tier 3' vocabulary, plus specialist training for those leading its implementation in school.</p>	<p>Acquiring disciplinary literacy is key for students as they access and learn new, more complex language and concepts in each subject.</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	2
<p>4. Increased staffing in pastoral support (an additional Student Support Manager) from January 2022 and attendance service level agreement.</p> <p>Funding to support the high-quality pastoral provision dealing with a wide range of complex needs.</p>	Ensuring students' complex needs that may impact on poor engagement and/or attendance are being met.	1, 4
5. Compulsory lessons after school for Yr11 students as part of the COVID recovery programme.	More time for catch-up and targeted intervention. 100 minutes per week for all Y11 students (1 extra period of English, 1 extra period of Maths).	3
6. On-site specialist counselling service 2 days\week provide by Child Action North West.		
7. An extra period per week in English in year 7 (5 not 4 periods) and deployment of specialist staff in Years 7, 8 and	Sutton Trust research: EBacc curriculum access for disadvantaged students.	5

9 to teach a targeted phonics programme.		
8. Targeted on-site alternative provisions for the most vulnerable and disadvantaged students to keep them in school and to return to school (for those with complex engagement issues).	<p>Provision in place to reduced lost time to exclusions and ensure those vulnerable to persistent absence are in school.</p> <p>Reduced exclusion rates for the 'high risk' students (those with disproportionately high negative behaviour incidents)</p> <p>Improved attendance of those in bands E and F of our school attendance strategy.</p>	4

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

Budgeted cost: **£9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Targeted phonics teaching programmes in Years 7, 8 and 9.	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2

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

Budgeted cost: **£18,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff training and release time to develop and implement new procedures. Increased capacity in Student Support (entry level role)	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1, 4
2. Contingency fund for bespoke individual support.	Funds to support provision of uniform, equipment and resources to disadvantaged and vulnerable students to allow them to access the entitlement curriculum (e.g. music lessons, food technology, art and design, trips)	1-5

Total budgeted cost: £223,325

Part B: Review of outcomes in 2021-22 academic year

Pupil Premium strategy outcomes

This details the impact that our *Pupil Premium* activity had on students in the 2021-22 academic year.

Our EBacc entry was not as high as the ambition in our curriculum strategy. This is attributable to a decision taken that time lost to the teaching of French and Spanish meant we did not promote languages take-up as heavily due to the gaps that had opened up during the pandemic. This was very notable in the languages.

The take-up in the remaining EBacc suite of subjects (En, Ma, Sc, Hi, Gg, CS) was in line with our curriculum ambition.

Our evaluation points primarily to the disproportionate impact of the COVID-19 pandemic, which disrupted all aspects of the curriculum.

As evidenced in schools across the country, partial closure and above average absence was most detrimental to our disadvantaged students. Lost in-school time has had a significant and detrimental impact on their outcomes.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of our adoption of online teaching through synchronous and asynchronous learning, as well as our in-school provision for key worker children and the most vulnerable.

Overall attendance in 2021-22 at was significantly lower than in the previous years, although broadly in line or slightly better than that seen nationally. However, we were unusual in that 100% of students in the school were impacted at some point during the academic year by having to isolate as close contacts in addition to the two national lockdowns. 44% of the school tested positive for COVID at some point during the academic year.

In particular our current Year 9s (those who Year 8 last year) were badly affected by multiple 'bubble' isolations.

Returning to typical attendance levels similar to that pre-pandemic is real challenge and therefore one of school improvement priorities for 2022-23. The residual impact of the pandemic on previous high levels of attendance is significant. This is why improving attendance and reducing persistent absence is a focus of our new plan.

Our evidence shows that student behaviour, wellbeing and mental health were negatively impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used *Pupil Premium* funding to prop up the access to our remote learning and our pastoral support services, ensuring our interventions were targeted to those most in need. This is a key feature of our new plan.

Externally provided programmes

Programme	Provider
Exemplary Leadership Programme	Star Academies (DfE funded)
NLE Support	DfE

Further information

Additional activity

Our *Pupil Premium* strategy will be supplemented by additional activity that is not directly funded by *Pupil Premium* or *Recovery Premium*. That will include:

- embedding our instructional coaching programme so that, over time, it becomes an entitlement for all teachers to receive support to teach to a high standard resulting in high progress for all students.
- ensuring our monitoring of in-lesson provision targets and evidences those disadvantaged.
- ensuring our data analysis and book scrutinises highlights gaps in curriculum implementation and achievement of those deemed disadvantaged.
- extending our catch-up provision so that students behind national norms in English and mathematics on entry into Year 7 close the attainment gap and catch up to age related standards.
- accessing and utilising support from our local mental health support teams to meet the increasing demand, including access to targeted behaviour support.
- widening our extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.
- appointing a project lead for our 'Spotlight' strategy and to act as 'Spotlight Champion' to maintain a focus on those students deemed disadvantaged and most at risk of underachievement.

Planning, implementation, and evaluation

In planning our new *Pupil Premium* strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We use both qualitative and quantitative evidence to do this. This was difficult through the pandemic period. Our actions were often necessarily reactive to the situation and well-articulated plans were often delayed or never implemented due to the disruption.

We increasingly draw on high impact approaches that research shows us impacts on students' achievement and teacher effectiveness (e.g. instructional coaching, effective revision strategies such as spaced repetition and practice recall). Of particular note has been our development of remote teaching technology to aid synchronous and asynchronous teaching thereby reducing the impact of missed live face-to-face teaching and access to learning remotely and beyond school hours to aid catch-up, revision and continuity in learning.

We refer to the EEF guidance to help shape and define our strategy and will continue to use and access research to implement our activities successfully.

Our school dashboard and reporting to governors on a termly basis ensures we monitor the impact of our annual targets and objectives and focus our activity through our half termly action plan.

Our improved assessment, tracking and reporting procedures help ensure we monitor the attendance, behaviour, engagement and attainment of all student groups.