

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	Levenshulme High School
Number of pupils in school	1002
Proportion (%) of pupil premium eligible pupils	47.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Donna Johnson & Neil Johnson, Co-Headteachers
Pupil premium lead	Tom Norton, Deputy Headteacher
Governor / Trustee lead	Emma Antrobus, Chair of Local Academy Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£428,795
Recovery premium funding allocation this academic year	£61,584
Pupil premium 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	£490,379

Part A: Pupil premium strategy plan

Statement of intent

In line with the achievement of previous year groups, we aim for all students to make strong progress in a broad range of subjects, regardless of their starting points or potential disadvantage. Our broad curriculum encourages a large proportion to follow the Ebacc pathway, and our inclusive approach ensures all students are challenged to achieve their dreams and be the best they can.

Our pupil premium strategy aims to maintain high expectations of all vulnerable students whilst supporting them with bespoke interventions where necessary. Regular leadership meetings focusing on vulnerable students ensure we consider all students as individuals and make decisions based on their personal needs. In the main, this is achieved through quality-first teaching, with us providing tailored professional development opportunities for all staff during the year. Whole-school priorities reflect the importance of continued pedagogical development, and we know that this will provide the biggest lift to the progress being made by all students.

Minimising the negative impact of the pandemic is integral to our planning, with curriculum adaptations being informed by astute assessment and carefully-considered sequencing of content. We aim to supplement this with proactive targeted interventions which support vulnerable students, including the disadvantaged, and which include additional tutoring, support with emotional wellbeing and engagement with metacognition to help our students to become reflective learners.

Our school development plan reflects the challenges identified within this document, so that links can be made with our broader development work. Regular reviews of the efficacy of interventions, cross-referenced with internal data collected on a termly basis will inform any necessary shifts in emphasis during the year and across the three-year period of this strategy.

All reporting and quality assurance processes maintain a focus on the progress and engagement of disadvantaged students to ensure the best for them, regardless of the challenges they face.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	<p>Despite strong data from previous years regarding the progress made by disadvantaged students, we know that the current Y11 cohort still need support if gaps are to be narrowed. Progress in the Basics measures are top priority, whilst ensuring gaps narrow across the board remains crucial.</p> <p>The maths attainment of disadvantaged pupils does not generally mirror the narrower gaps in other subjects, and Trust-wide work to improve the progress being made in maths is a priority for 2021-22.</p>
2	<p>Internal data shows that reading age gaps are larger for disadvantaged students on entry (current Y7 PP cohort have a gap of over 5 months on average when compared to their non-PP peers), and we know this can impact all aspects of learning alongside students who arrive each year with prior attainment below national averages.</p> <p>Engagement with reading for pleasure and with challenging disciplinary texts also needs a higher profile, linking the benefits of broader reading with improving outcomes across the board.</p>
3	<p>Our assessments, feedback from staff and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies, and disruptions to our comprehensive intervention package has also impacted disadvantaged students disproportionately.</p> <p>This has resulted in knowledge gaps meaning disadvantaged pupils have potentially fallen further behind their peers, notably in maths and science but also observed in other subject areas. Supporting students in reflecting on their learning, and understanding how to prioritise independent study, will be one aspect of addressing this.</p>
4	<p>Behaviour data shows that disadvantaged students are over-represented where sanctions are concerned. Causes for this are varied and broad, but we aim to ensure that individual needs are addressed, and parental engagement supports improvement as much as possible.</p> <p>We need to ensure parents are equipped to support their children effectively, prioritising disadvantaged students for close contact and strategies which are personalised to their situation.</p>
5	<p>Internal data shows an increase in disadvantaged students needing counselling and mental health support, either self-referring or being flagged to staff, and responses to this need must be varied and tailored to individuals.</p> <p>Attitude to learning data also shows wider gaps in engagement and motivation for disadvantaged students compared to their peers.</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2% and 3% lower than</p>

	for non-disadvantaged pupils. This obviously negatively impacts progress and needs continued attention.
7	With disadvantaged students at risk of reduced life experiences, our aim to broaden horizons for all students must specifically address gaps caused by access. Tracking data for extra-curricular clubs, shows uptake for disadvantaged students to be relatively strong, and we need to broaden this to provide data for other events so we can target interventions appropriately. 'Experience' gaps will have broadened during the pandemic and we wish to set this right with an extensive and inclusive package for students.

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
Improved attainment among disadvantaged pupils at the end of KS4, with a focus on narrowing Basics gaps.	By the end of our current plan in 2024/25, Basics gaps for disadvantaged students will reduce from 10.8 at 9-5 and 12.1 at 9-4 (data from 2021 TAGs).
Improved reading ages and engagement with reading among disadvantaged pupils across KS3.	Reading age gaps for disadvantaged students reduce from 5 months in Y7 and 7 months in Y8. Internal data shows engagement with reading improves, and this is reflected in assessment outcomes and through internal quality assurance.
All students, including those who are disadvantaged, are well-supported with regards to their mental and emotional wellbeing.	Feedback from student and parent questionnaires shows students are well-supported, with no significant gaps for disadvantaged students. Pastoral team referrals for additional support reduce, with disadvantaged students proportionally represented.
Engagement of disadvantaged students with extra-curricular activities and other enrichment opportunities improves or is sustained.	Engagement data shows gaps have narrowed. Student and parent feedback shows opportunities are appropriate and relevant and result in high levels of uptake.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Cumulative attendance data will show gaps for disadvantaged students have reduced to 2% or as near as possible, with individual case studies demonstrating the efforts that have been made in key cases.</p> <p>Persistent absence data will also show narrower gaps for disadvantaged pupils.</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: **£245,189**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in WalkThrus programme to develop teacher practice, with termly focus on classroom strategies to improve engagement and attainment of all.	EEF advice shows the importance of investing in high quality teaching, and our adoption of the WalkThrus comes as a result of wide research into what will most benefit our school.	1, 4
Continued development of SSA practice, resulting in astute assessments driving sustained progress. Gaps in learning from pandemic closures to be identified and addressed.	Astute assessment provides detailed feedback to students, parents and staff regarding strengths and areas for future development. EEF evidence for this approach is widespread, including here .	1, 3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Growth Mindset approach and resources used across subjects, alongside Journals and reflection activities, with training and briefing time allocated to support this. <u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u>	4
Continued development of Mastery approach in maths, supporting improved long-term retention of skills and knowledge. Staff training, including across the Trust and beyond, will support this.	As part of longer-term work, our KS3 curriculum is based on Mastery, and staff training and collaboration time is needed to continue to embed this. This pays consideration to the guidance here: <u>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</u> White Rose link	1, 4
Improving literacy (for early readers, disciplinary literacy and reading for pleasure) in all subject areas in line with recommendations in the EEF	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:	1, 2, 7

<u>Improving Literacy in Secondary Schools</u> guidance. We will fund professional development within subject areas, and track impact for disadvantaged cohorts.	<u>Improving Literacy in Secondary Schools</u> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment across all subjects (priority focus on English and maths), and affects life chances for all. DfE The Reading Framework .	
Re-establishing our rich offer of visits and experiences is crucial for developing cultural capital for all students. With disadvantaged students at increased risk of limited life experiences we will subsidise expenses as far as possible to ensure students' lives are enriched during their time with us.	The EIF references the importance of cultural capital as a crucial part of the curriculum, and our internal feedback points to the benefits of experiences beyond the classroom.	7

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

Budgeted cost: **£73,556**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting targeted students, particularly those who are disadvantaged, with their desire and ability to read will improve literacy and engagement with reading materials.	A range of programmes are being used to promote positive attitudes towards reading, support the weakest readers and provide appropriate challenge through access to demanding texts. Targeted reading interventions have been shown to positively impact disadvantaged pupils.	2
With a broad range of needs (including EAL, SEND, literacy, numeracy etc) we have a bespoke programme of interventions, coordinated by a specialist working alongside the Inclusion faculty	Our annual intervention review shows the successes we have enabled, and also points to areas for further development. New strategies will be selected using the same rigorous processes that encompass discussions with other schools, reference to national research evidence and consideration of strategies from a range of sources.	1, 2, 3, 4

Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1, 3
---	---	------

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

Budgeted cost: **£171,632**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adding capacity to our established support mechanisms to cope with increased demand and provide personalised responses for students with social, emotional and mental health needs.	Internal data on positive impact of individual strategies shows those which have best impact, whilst use of Edukey from 2021-22 should provide stronger evidence over time. EIF report is being used to select new strategies as 2021-22 develops: <u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</u>	5
Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice. Staff will get training and release time to develop and implement new procedures. Attendance team target families in need of support to raise attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Our own systems have also shown that targeted support improves attendance, so we continue to develop our early-indicators to direct support appropriately.	6
Addressing the cultural capital and experience gaps through broader	National observations show that experiences have been limited for all students, and this risks impacting	7

enrichment visits and experiences.	disadvantaged students disproportionately. Student and parent feedback tells us this needs to be addressed.	
Contingency fund for acute and emerging issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £490,379

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.

Our review of the 2020/21 pupil premium expenditure shows that we achieved many of our goals, despite the limitations caused by the pandemic. Disadvantaged students were loaned devices, offered places in school as needed and experienced the same level of pastoral contact and care as all of our students. Specific attention was paid to pupil premium students' attendance at online lessons, engagement with the form-time programme and parental engagement with online events, and targeted actions were put in place where necessary.

All students were provided with subject-specific paper-based resources to complement their online learning and to ensure that screen breaks were a realistic possibility.

Strategies to improve attendance, provide suitable enriching experiences, and prepare for life after our school have all impacted positively for our disadvantaged cohort, and as a result this year's planning is about refinement rather than starting from scratch.

Raising attainment

The challenges all schools faced last year, with preparations for CAGs and managing disruption caused by the pandemic, show in SISRA collaborative data to have widened gaps from 2019-20 for disadvantaged students where A8, P8 and Basics measures are concerned. At Levenshulme we are proud of the fact that our gaps narrowed against all of these measures, demonstrating the impact of the work that went in to supporting all students whilst working to overcome disadvantage. Not only our gaps were narrower than the SISRA data, but we also saw improvements in the A8 (where a gap of 9 reduced to 3.7 from 2019 to 2020) and both Basics measures (9-5 gap reduced from 22.4% to 10.8% and the 9-4 gap from 23.7% to 12.1%) for our disadvantaged cohort compared to the previous year.

With our work that is aimed at improving outcomes for disadvantaged students being replicated across all year groups, rather than solely focused on Year 11, we have internal data that shows the picture remains positive for our pupil premium cohort in each year group, and targeted actions were taken for students in need of support, regardless of their age.

The restrictions that were in place for much of the previous academic year saw a need to shift many established routines, from which some long-term improvements have

been made. Engaging parents, a crucial aspect in supporting disadvantaged students, proved more challenging with the move to online events, but considerable work went in to tracking attendance at these events and providing follow-up phone calls to priority families.

Our strong curriculum foundations enabled colleagues to implement effective 'live learning' whilst students were working from home, and we expect this to remain available moving forwards. Starting from a strong point in terms of above-average attendance and progress, we spent considerable resources on our online offer last year, and the benefits of this are such that we should be able to provide resources, feedback and support more effectively in any future periods of absence.

Assessment

Changes to assessment practices meant that students had a more consistent experience across subject areas, and a unified approach to collecting this assessment data enabled us to track disadvantaged students more effectively. As a result, support was put in place to ensure gaps reduced or were not worsened wherever possible.

Attendance

The attendance gap for our pupil premium cohort over the whole year was 1.9%, from 1.5% in 2019, showing a slight increase but still well below the national figure for 2021 of 5.5%. Our consistent approach to managing attendance, coupled with specific actions for vulnerable families where needed, will continue moving forwards whilst remaining under constant review if any new trends occur. Rewards are a significant part of our attendance strategy, and using these in a bespoke way allows us to ensure disadvantaged students are encouraged and rewarded with regards to attendance. Use of resources including and beyond our attendance team will continue to target our most vulnerable students and gaps will be tracked throughout the school year.

Areas where further progress is expected are included in the above strategy, and tie in closely with our planning for addressing the learning and experiential gaps which have been caused by the pandemic.