

# Pupil Premium strategy statement

**2021 - 2024**

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	Lymm High School
Number of pupils in school	1566 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-22, 2022-23, 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Gwyn Williams (Headteacher)
Pupil Premium lead	Natalie Dixon (Assistant Headteacher)
Governor / Trustee lead	Liz Green (Chair of Governors) George Bainton (Governor)

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£192,255
Recovery premium funding allocation this academic year	£40,040
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£232,295</b>

# Part A: Pupil Premium strategy plan

## Statement of intent

Improving outcomes for our Disadvantaged cohort is a major priority for us as a school and we have taken significant steps forward over the last few years in a number of areas. Since 2014, academic outcomes at KS4 have improved considerably, with Progress 8 in 2019 above zero and close to that of non-PP students nationally (0.1 in 2019, compared to -0.72 in 2014\*). In 2022, whilst it was just below zero on provisional data (-0.17), Progress 8 for students who were on roll for all 5 years between Year 7 and 11, actually made positive progress. Other indicators also highlight improvement: pre-pandemic, 90% of Pupil Premium students were accessing our extensive trips offer, nearly three-quarters of students were participating in extra-curricular activities and 86% had achieved at least one Leadership Ladder award (our award scheme that recognises participation, leadership and volunteering). Nevertheless, we are acutely aware that we have much still to do if subsequent cohorts are going to achieve as well if not better and that work in this area is never done.

Whilst our Pupil Premium cohort is relatively small compared to many schools at 13%, that nevertheless equates to around 230 students across school who are eligible for either Pupil Premium (199) or part of the KS5 Disadvantaged cohort, eligible for FSM or the Sixth Form Bursary (34). Students are derived from all categories with - at KS3 and KS4 - 73% who are Free School Meals (FSM), 10% who are Ever 6 FSM, 1% Looked After Children, 14% Previously Looked After Children and the remaining 2% who are Service. We have seen a notable increase in the number of students becoming eligible for FSM since the beginning of the pandemic and numbers continue to rise including amongst many of our recent Ukrainian admissions. Yet, we must regularly remind ourselves that Pupil Premium students are not a homogenous group (not even within their respective category), and we take a personalised and targeted approach to support students as individuals to overcome any barriers to academic and personal success. To help achieve this, we use a banding approach to identify risk factors for each Pupil Premium student – this allows us to work out which students are most at risk of making poor progress and will need additional support, so that we can put this in place much more quickly.

We work hard to dispel the many myths and misconceptions that exist in relation to disadvantage and to upskill staff about how best they can support these students. Our curriculum offer is robust and challenging and all courses are carefully scrutinised to ensure this remains the case. We have always – and will always – ensure that all subjects offered are in the best interests of our students: they are robust and valid qualifications of high quality that provide rigour and challenge for our students and enable quality transition pathways. We have deliberately avoided searching for courses that might be easier for students to pass and would benefit the school in terms of published performance measures, but which are not of sufficiently high value in terms of students' future pathways.

We provide additional CEIAG for Pupil Premium students around Year 9 options so that students aim high and can set their sights early on not just university routes, but pathways to institutions of the highest global standing, such as Russell Group universities and Oxbridge, or if students wish to pursue other routes such as apprenticeships or work placements, we ensure these are of the highest quality possible and going to provide students with excellent prospects later in life. We expose Pupil Premium to Further Education institutions of global standing by taking them on residentials and taster days at Sidney Sussex College, Cambridge University.

We very much recognise the moral value of establishing a knowledge-rich curriculum for all our students, but especially our Pupil Premium students, so that they leave Lymm High School with the knowledge and cultural capital they need to succeed in life. We hope that the combination of our ambitious curriculum, focus on quality first teaching and wider strategies recommended by bodies such as the Education Endowment Foundation (EEF),

National Foundation for Educational Research (NFER), Education Policy Institute (EPI), Sutton Trust and Rees Centre are already benefiting our Disadvantaged cohort disproportionately and in a number of ways. Research has shown for example, that the exposure to more complex tier 2 and 3 vocabulary that comes with access to a knowledge-rich curriculum, improves reading particularly amongst Disadvantaged students and accelerates progress in subjects. One of the factors affecting students reading fluency and comprehension is a lack of background knowledge or something the American literary professor, E.D. Hirsch terms ‘communal knowledge’, which comes from conversations at the dinner table or regular reading opportunities with parents, and statistics show that students from less advantaged backgrounds tend not to access this with as much frequency as their more advantaged peers. In 2018, Andrew Otty, English specialist for the Department for Education, made an interesting point in the TES about disadvantage:

*“Privileged students have a head start on the wisdom. They grow up with a bookshelf where Milton and Blake sit patiently waiting. They eat up facts at the dinner table and bathe in culture on family holidays.”*

Whilst this may be true, we do not accept that early disadvantage should beget poor educational outcomes, and know we have a moral purpose to prevent this happening, so we ensure access and uptake to a vast array of extra-curricular, trip and cultural opportunities in school, with the sole purpose of evening up the cumulative disadvantage that many Pupil Premium students face before they start school, but even more so between the ages of 11 and 16.

We know that all students have been negatively affected by school closures, remote learning and the cancellation of exams caused by the pandemic and as a result of a variety of research, we also know that Disadvantaged students have been affected to a far greater extent than the more advantaged. For many of our Pupil Premium families, financial struggles were exacerbated, the digital divide in terms of computer or internet access grew, existing health issues made family members more vulnerable to becoming seriously ill with Covid-19, and work pressures brought new struggles when trying to support children with remote learning. We worked hard to mitigate the effect of these factors, starting a school Chromebook scheme to ensure access to technology, starting a school foodbank and providing additional academic, pastoral and mental health support for our Pupil Premium students. We know the learning loss was far more significant for our Disadvantaged cohort and we continue to work extremely hard to put additional support in place to address this, such as tuition as part of the National Tutoring Programme. Our strategies, challenges and outcomes are explained in more detail below.

*\* calculated after 2014 using the Progress 8 methodology*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poor attendance.</b> We know quality first teaching has the greatest impact on academic progress of Pupil Premium students so it seems obvious that students who do not attend school as regularly as others, will achieve poorer academic outcomes. The causal link between attendance and KS4 outcomes is well-documented ( <i>NFER ‘Being Present’ 2019, DfE 2016, DfE 2012</i> ) with students who have increased absence during KS4 achieving lower academic outcomes than students with very little absence.

2	<p><b>Mental Health.</b> We have seen a rise in mental health needs amongst students since the start of the pandemic such as anxieties, bereavement, phobias, depression, worsening resilience, lower self-confidence or self-esteem.</p> <p>This is impacting various aspects of education, such as attendance, academic outcomes, access to interventions, participation in extra-curricular activities, trips and Leadership Ladder.</p>
3	<p><b>Low aspirations by students.</b> This appears to affect a sizeable number of our Pupil Premium cohort, affecting KS4 option choices, participation in extra-curricular or award schemes such as DofE, post-16/18 pathways and future careers, and limiting ambition.</p>
4	<p><b>Lost learning due to recent school closures and disruption to education.</b> Observations, assessments and student/parent voice suggest that our Disadvantaged cohort has fallen behind during the pandemic more than our Non-Disadvantaged students. This seems to have been as a result of lack of access to technology, food poverty and other urgent priorities in the home, lack of parental support, parent illness or mental health, student mental health and a greater proportion of PP students having SEND or being less able which brings additional challenges with learning from home.</p>
5	<p><b>Low reading abilities.</b> NGRT reading assessments in Year 7 have indicated Free School Meal students are 2 years behind Non-FSM students and PP students are 1.75 years behind non-PP. It is likely that this pattern exists in other year groups too. 26% of Year 7 PP students have a reading age below 11 (21% are below age 9 years) compared with 16% of Year 7 Non-PP students (6% are below age 9 years). Students with low reading ages find it difficult to access the curriculum and require significant additional support to make good progress in all subjects.</p>
6	<p><b>Parental support for learning.</b> Many parents experienced significant challenges during the pandemic and continue to do so which has reduced the resources available to them to support their child with school for a whole host of different reasons. Parental attendance to parents evening has improved significantly since we moved to an online parents evening system but is still lower than that of non-PP students. Attendance to school events also tends to be much lower, whilst student voice has recently indicated many parents struggle to support their child with school work at home.</p>
7	<p><b>Financial hardship at home.</b> This affects a considerable number of PP and non-PP students and impacts on school attendance and progress in a number of different ways. It also affects students' mental health, behaviour and involvement in school life. Many families continue to rely on foodbanks and other community support. Some families struggle to buy basic items students need for school such as uniform, PE kit, stationery and revision guides. Recent rises in fuel and food have resulted in more of our students.</p>
8	<p><b>Support for SEND students.</b> These students require tailored and specialist support to ensure they can fully access and engage with the curriculum and achieve their potential. We have 16% of students in Year 7-11 with SEND, but within the Pupil Premium cohort this figure rises to around 30%.</p>

## 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
<i>Increase in Progress 8 score</i>	Achieve P8 score for Disadvantaged students that is in line with Non-Disadv at national level (i.e. $\geq 0$ ).
<i>Increase in 4+ and 5+ Basics Indicator</i>	Achieve national figure for Disadvantaged students that are in line with non-Disadvantaged students at both 4+ and 5+ Basics.
<i>Improved attendance</i>	Attendance to be at least in line with national averages (% attendance and % persistent absentees).

## 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: **£51,090**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed fully CPD for staff around memory strategies, retrieval practice, schemas, cognitive load, spaced learning, inter-leaving and dual coding.</i>	<a href="https://d2tic4wvo1iusb.cloudfront.net/A%20review%20of%20the%20evidence.pdf">Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	4, 6, 8
<i>Ensure PP students receive additional support in lessons and class teacher and middle leader strategies are implemented.</i>	PP students benefit disproportionately from quality first teaching but they often need additional support to access the curriculum and make the same progress as their peers. We believe 'Every Child Needs A Champion' and we aim to ensure every PP student has someone they can go to for support for any reason.	4, 6, 8
<i>Develop the English curriculum (inc. assessment) at KS3 to ensure accessibility but also rigour and challenge with</i>	Strong evidence from EEF to show that feedback can help students make +6 months progress.	4, 6, 8

<i>clearer intent and consistent implementation. Implement changes to feedback after assessments and throughout schemes of work.</i>	<a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	
<i>CPD around supporting SEND students in lessons to access the curriculum better.</i>	<a href="#">EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	5, 8

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

Budgeted cost: **£101,740**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Academic tutors employed in English, Maths and Science.</i>	Evidence from EEF suggests students make on average +4 months progress from involvement in small-group tuition. Ours varies from 3:1 to 6:1 and is delivered by our intervention tutors. <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 8
<i>Upgrade English and Maths programme in KS3.</i>	Evidence from EEF to show that mastery learning can help students make +5 months progress. In English, students will remain on Upgrade intervention if it is working until they have grasped the skill to a good standard. Our Upgrade programmes are designed by English and Maths Faculties and taught by an ex-Maths teacher and a highly-experienced TA with an English degree. <a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 5, 8
<i>Academic support outside lessons e.g. breakfast clubs, homework clubs, after-school revision, access to technology.</i>	Students now have access to technology as a result of the school chromebook scheme and can access support with homework and a quiet place to study as a result of homework club and KS4 study sessions. EEF evidence suggests +5 months progress with high quality homework activities where students are supported to complete them to a high standard. <a href="#">Digital technology (2019)   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 6, 8

<p><i>Reading interventions with TAs</i></p>	<p>Strong evidence that reading comprehension strategies can help students make +6 months progress.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf">Reading Programmes for Secondary Students Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Various research has also shown both Disadvantaged students at primary and secondary schools have fallen behind their Non-Disadvantaged peers in reading and maths.</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/Understanding_Progress_in_the_2020_21_Academic_Year_-_summer_term_and_summary_of_all_previous_findings_October_2021.pdf">Understanding Progress in the 2020/21 Academic Year - summer term and summary of all previous findings October 2021 (publishing.service.gov.uk)</a></p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/Understanding_progress_in_the_2020_to_2021_academic_year.pdf">Understanding progress in the 2020 to 2021 academic year (publishing.service.gov.uk)</a></p> <p><a href="https://www.risingstars-uk.com/Research/Effects_of_disruption_Summer_Aug_2021.pdf">RSA Effects of disruption Summer Aug 2021.pdf (risingstars-uk.com)</a></p>	<p>4, 5, 8</p>
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## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: **£79,465**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance interventions alongside attendance rewards programme and mentoring.</i></p>	<p>NFER research shows that absence rates are strongly linked with pupil outcomes for Disadvantaged students, with lower absence rates associated with improved P8 scores.</p> <p><a href="#">Being Present: the Power of Attendance and Stability for Disadvantaged Pupils - NFER</a></p>	<p>1, 4</p>
<p><i>Improve rate of participation in trips, extra-curricular, Leadership Ladder and on DofE programmes.</i></p>	<p>EEF evidence suggests +3 months progress in learning can be gained from arts participation for example.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>
<p><i>Engage parents in more aspects of students' learning and life in school to improve outcomes for them in every area.</i></p>	<p>EEF evidence with strong evidence suggests +4 months progress can be made using appropriate techniques to engage parents.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>

**Total budgeted cost: £232,295**

## 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.

*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?*

- 1) KS4 Outcomes** - continued improvement over the last 6 years. Last year, Progress 8 for the Disadvantaged cohort was -0.17 with further steps forward made when you look at students in the PP cohort who were on roll from Year 7. We continue to aim for a Progress 8 score for our PP students of consistently above that of Non-Disadvantaged students nationally.
- 2) Participation rate in extra-curricular, trips etc** – this was disrupted considerably because of school closures and Covid-related absence, but previous levels have been around 90% participation on trips, approx. 75% participation in extra-curricular and around 85% of PP students achieving at least 1 award on our Leadership Ladder. Currently levels for 2022-23 indicate we should get back to these figures very soon.
- 3) Academic support** – increased academic support continues to be achieved through the National Tutoring Programme, school intervention tutors, Upgrade intervention and revision clubs in KS4 and KS5. Also, more support and guidance around the KS3 exams with bespoke revision booklet, assemblies and form tutor sessions to support students with subject-specific metacognition strategies.

### Externally provided programmes

Programme	Provider
<i>Tassomai Science</i>	Tassomai
<i>GCSE Pod</i>	GCSE Pod
<i>Accelerated Reader</i>	Renaissance Learning
<i>Accelerated Maths</i>	Renaissance Learning



