

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	Lord Derby Academy
Number of pupils in school	1081
Proportion (%) of pupil premium eligible pupils	55.69% (602pupils)
Proportion of pupils who are double-disadvantaged (Pupil premium eligible pupils + SEND)	10.4% (112 pupils)
Proportion of Looked After Children	0.92% (10 pupils)
Proportion of Post Looked After Children and Special Guardianship Orders	2.11% (23 pupils)
Proportion of service children	0.09% (1 pupil)

Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 - 2022/2023 - 2023/204
Date this statement was published	November 2021
Date on which it will be reviewed	Termly
Statement authorised by	Vicky Gowan Headteacher
Pupil premium lead	Josette Arnold Deputy Headteacher
Governor	Mark Bodha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 517,133
Recovery premium funding allocation this academic year	£ 88,305
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	£ 605,438

Part A: Pupil premium strategy plan

Statement of intent

At Lord Derby Academy, we fully subscribe to Mark Rowland's assertion that "it's a thousand little moments that lead to attainment for pupil premium students". We strive to create these "little moments" through:

- a curriculum that is ambitious and designed to give disadvantaged pupils the knowledge, self-belief and cultural capital they need to succeed in life
- an enriched curriculum that engages pupils in memorable experiences
- a whole school combined with a subject specific pedagogy that supports the delivery of this curriculum and the needs of our pupils
- a resolute drive to eradicate compliant behaviour
- a focus on mental and physical wellbeing
- a genuine interest and care in our pupils and our community
- **a focus on controllable factors that affect our disadvantaged pupils**

We aim to avoid generalisations and assumptions about our disadvantaged pupils' cohort. Our strategy is rooted in a deep understanding of our individual pupils' needs beyond the hard data. We focus on knowing our pupils well and on their individual personal backgrounds and circumstances. Evidence of need is based on diagnostic assessment (pastoral and academic), on teacher voice, on pupil voice, on discussions with families, wider staff (including canteen staff) and on our understanding of our individual community and the challenges it faces.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

As a result of our strategy, our key aims (linked to our school development plan) are to:

- Improve curriculum implementation with a focus **on responsive teaching** (teaching subject specific content so pupils can learn it)
- Focus on reading across all subjects, improving our bespoke intervention and encouraging a love of reading for those pupils who have historically read little
- Focus on oracy and the development of vocabulary

- Continue to decrease the percentage of learners identified as compliant
- Sustain and accelerate progress of disadvantaged pupils, shrinking gaps where any exist
- Improve attendance of pupils eligible for pupil premium so that they lose less learning time and benefit from greater access to high quality teaching, intervention and access to enrichment
- Continue to look for bespoke provision for vulnerable pupils or pupils at risk of exclusions

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health, particularly after the lockdown period of Covid-19.</p> <p>Our wellbeing surveys, parent & pupil voice activities and observations show that social & emotional issues continue to be barriers faced by a significant number of pupils eligible for pupil premium. During the pandemic, teacher referrals for support markedly increased. With regards to disadvantaged pupils, in the first half-term of 2021/22, 2763 incidents were logged on CPOMS to keep our pupils safe. Some of the headlines include:</p> <ul style="list-style-type: none"> • The Pastoral Team has responded to 383 reports tagged as 'Pastoral: Cause for Concern'. • The Safeguarding Team has responded to 109 reports tagged as 'Safeguarding: Cause for Concern'. • The Safeguarding Team has logged 49 Child Protection interventions. • The Attendance Team has conducted 87 home visits.
2	<p>Attendance</p> <p>Whilst attendance at LDA has always matched national average overall, the attendance of pupils eligible for pupil premium has remained below national overall, with a particular concern around persistent non-attenders.</p> <p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been 2% on average lower than for non-disadvantaged pupils. Over the last 4 years, on average, 15.70% of disadvantaged pupils have been 'persistently absent' compared to 5% of their non- disadvantaged peers.</p>

3

Reading age gap at KS3

Pupils start LDA with reading below that of their peers nationally. The percentage of pupils achieving the expected reading standard is below national on entry for all year groups (ASP). The current Y10 were well below national for reading at the end of KS2 (IDSR). The current Y9 reading score for PP was 1.7 below national all on entry. Assessments of KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. On entry to Year 7 in the last 3 years, between 44% - 65% of our disadvantaged pupils have below age-related expectations in the first reading age collection compared to 27% - 50% of their non-disadvantaged peers. This gap remains steady during pupils' time at our school. Vocabulary deficit and struggling with reading is a learning block with some of our most disadvantaged pupils – across all subjects. This has been amplified by the COVID-19 partial closures. In summer 2021, the gap between disadvantaged KS3 pupils' chronological age and reading age was significantly higher to that of all KS3 pupils'.

Year Group	Summer 2021 Pupil Premium			Summer 2021 All Pupils Average		
	Reading Age	Chron Age	Diff	Reading Age	Chron Age	Diff
7	11.63	12.20	-0.57	12.09	12.18	-0.09
8	12.76	13.18	-0.42	13.17	13.19	-0.02

4.

The mathematics attainment of disadvantaged pupils is generally lower than that of their peers

Attainment on entry to LDA and attainment on exit is below national in mathematics. For example, KS2 results in mathematics for Year 7 in September **2016** indicated that 41% of our disadvantaged pupils arrived below age-related expectations compared to 32% of their non-disadvantaged peers (9% gap). GCSE outcomes for this cohort indicate gaps remained, with 52% of our disadvantaged pupils leaving with a 9-4 in mathematics, compared to 73% for those who were non-disadvantaged. The progress of disadvantaged pupils in mathematics was above national disadvantaged in 2019 but attainment gaps between disadvantaged pupils and their peers remain.

5

CATS results (Cognitive Abilities Tests)

In terms of mental processing, disadvantaged pupils' assessment also shows a gap in all 4 areas tested by the CATS:

Reasoning with words; reasoning with numbers; reasoning with shapes and designs; thinking with and mentally manipulating precise shapes. Both disadvantaged and non-disadvantaged groups sit in the average ability range, although disadvantaged pupils sit at the lower end of the range.

CATS Test Analysis (2020 and 2021 Cohorts9)					
<i>*All results have been exported from Testingforschools into SIMs*</i>					
<i>Document Created: 19/10/2021</i>					
Y7	CATS Mean (Avg)	CATS Quantative (Avg)	CATS Verbal (Avg)	CATS Non-Verbal (Avg)	CATS Spatial (Avg)
All	93.42	93.22	93.70	92.96	92.67
PP	91.76	90.90	91.92	91.24	91.27
Non-PP	96.17	97.05	96.63	95.80	94.95
Y8	CATS Mean (Avg)	CATS Quantative (Avg)	CATS Verbal (Avg)	CATS Non-Verbal (Avg)	CATS Spatial (Avg)
All	94.15	94.46	94.04	93.75	92.73
PP	91.35	90.55	90.81	91.81	90.30
Non-PP	97.05	98.52	97.39	95.76	95.20

6. **Compliant behaviour**
 Our “Class Charts” analysis and observations show that a significant number of pupils in receipt of PP funding physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. The number of recorded compliant behaviour incidents continues to be significantly higher amongst disadvantaged pupils (40 % higher than that of non-disadvantaged pupils), although there has been an improvement from previous years.

7. **Aspirations and out of school enrichment opportunities**

- Surveys and feedback from the school careers team show that career aspirations may be capped or pupils are not always aware of potential careers that would suit them
- Historically 100% of our eligible pupils leave LDA with a post 16 offer. However, by the “November Drop” conducted by the Local Authority a proportion of pupils have either changed course or left Education, Employment or Training (EET). In our last published IDSR (2019), 89% were still in EET (National average: 94%)
- Not all pupils are exposed to a breadth of experiences that enable them to contextualise their learning

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																													
	2021/2022	2022/2023	2023/2024																											
1- Improving wellbeing for targeted pupils identified in Dean Trust Pupil Profile exercise and pastoral teams	<ul style="list-style-type: none"> • Overall target: “Re-engage” programme scores demonstrate improvement overtime. • Wellbeing survey show pupils feel they are well supported at LDA and that their needs are being met • Attendance figure for pupils identified as needing support with mental health and wellbeing 																													
2- Eradicating attendance gap between PP and non-PP	<ul style="list-style-type: none"> • Attendance gap with <u>National, all</u> narrows to 1% (2018/19: attendance gap with National, all was 2.3%) 																													
3- Improving progress of disadvantaged pupils at the end of KS4, with a focus on EBacc subjects.	Target: P8: - 0.15 2018/19: P8 was -0.28																													
4- Closing the reading age gap at KS3 across years 7 and 9 and improve oral language skills.	<p>Overall target: Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.</p> <table border="1"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="3">Summer 2021 Pupil Premium</th> <th colspan="3">Summer 2021 All Pupils Average</th> </tr> <tr> <th>Reading Age</th> <th>Chron Age</th> <th>Diff</th> <th>Reading Age</th> <th>Chron Age</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>11.63</td> <td>12.20</td> <td>-0.57</td> <td>12.09</td> <td>12.18</td> <td>-0.09</td> </tr> <tr> <td>8</td> <td>12.76</td> <td>13.18</td> <td>-0.42</td> <td>13.17</td> <td>13.19</td> <td>-0.02</td> </tr> </tbody> </table>			Year Group	Summer 2021 Pupil Premium			Summer 2021 All Pupils Average			Reading Age	Chron Age	Diff	Reading Age	Chron Age	Diff	7	11.63	12.20	-0.57	12.09	12.18	-0.09	8	12.76	13.18	-0.42	13.17	13.19	-0.02
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	Target Reading ages of disadvantaged pupils matches that of all pupils for Years 7-9	Target Reading ages of disadvantaged pupils matches that of non-disadvantaged pupils for Years 7-9																												

	<p>Targets for 2021/2022:</p> <ul style="list-style-type: none"> - To significantly reduce the gap between PP and all pupils in Years 8 and 9 (see above results when these pupils were in Years 7 & 8 respectively) by the end of Summer 2022 . - A limited gap between disadvantaged Year 7 pupils and all pupils by the end of summer 2022 		
<p>5- Improving behaviour for progress/ reduce compliant behaviour</p>	<p>Overall target: Pupils eligible for PP have a reduced number of compliant behaviour points; the gap with non-disadvantaged pupils significantly closes.</p>	<p>Overall target: “Committed” or “outstanding” behaviour entries on “Class Charts” match that of the whole school.</p>	<p>Overall target: “Committed” or “outstanding” behaviour entries on “Class Charts” match that of non-PP.</p>
<p>6- Maintaining accessibility of out-of-school experiences for pupils eligible for PP and continue to provide quality careers information, advice and guidance.</p>	<p>Overall targets:</p> <ul style="list-style-type: none"> • Access to out of school experiences reflects the percentage of pupils eligible for PP (56%) • 100% of pupils leave with post 16 offer 	<p>Overall target: Access to out of school experiences reflects the percentage of pupils eligible for PP (56%)</p>	<p>Overall target: Access to out of school experiences reflects the percentage of pupils eligible for PP (56%)</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.

I- Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 302,719

Activity	Evidence that supports this approach And research	Challenge number(s) addressed
<p>1- Teaching staff to know disadvantaged pupils' individual challenges and motivators in Year 11:</p> <ul style="list-style-type: none"> Head of Year 11 to create a database of individual pupils' motivators and barriers accessible to teaching staff / Staff to use information when planning and delivering lessons and relating to pupils. Continue to raise the importance of teachers/pupils strong relationships Professor Andrew Curran Paediatric neurologist CPD session 	<p>Colour coding:</p> <ul style="list-style-type: none"> ➤ red- author / publications ➤ blue- links to website ➤ black – notes, quotes or internally gathered evidence <ul style="list-style-type: none"> Daniel Sobel (Narrowing the Attainment Gap: A handbook for schools, 2018) The EEF cites metacognition as one of the best strategies for improving student progress: it 'can be worth the equivalent of an additional +7 months' progress when used well... The potential impact of these approaches is very high, particularly for <u>disadvantaged</u> pupils'. 	<p>1,2,3,4,5,6,7</p>
<p>2- Retention of high-quality teachers and leaders:</p>	<ul style="list-style-type: none"> The EEF guide to the Pupil Premium, 2019 stipulates that: 	<p>1,2, 3,4,5,6,7</p>

<ul style="list-style-type: none"> • Rigorous teacher recruitment and retention process to ensure that high quality, specialist staff join and stay with the school. • TLR 3s to retain good staff (and TLR 3s projects reflect disadvantaged pupils' needs) • Focus on staff wellbeing and workload/ establishment of a Staff wellbeing group • 3 cover supervisors to preserve consistency in cover lessons 	<ul style="list-style-type: none"> - “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. - “Teaching should be the top priority, including professional development and recruitment and retention. <p><u>This focus on TLR3s has previously enabled us to retain 100% of staff on TLR 3 in the last 3 years</u></p> <ul style="list-style-type: none"> • “Ways to reduce workload in your school: tips from school leaders”, DfE, 2019 • ‘Summary and recommendations: teacher well-being research report’, July 2019 OFSTED 	
<p>3- Developing a well-thought-through, challenging school curriculum to address inequalities and ensure curriculum equity:</p> <ul style="list-style-type: none"> • External and Trust wide CPD for SLT, Curriculum Leaders, and teachers to develop curriculum content and sequencing, including subject specific pedagogy • Opportunity for departments to have an in-depth, honest reflection about the quality of the classroom experiences for our disadvantaged pupils. • Subject Leadership Time (cost of cover) • All departments to access subject association subscriptions 	<ul style="list-style-type: none"> • Huh: Curriculum conversations between subject and senior leaders Paperback – 18 Sept. 2021 by Mary Myatt (Author), John Tomsett • Ofsted Curriculum research reviews Curriculum research reviews - GOV.UK (www.gov.uk) 	1,2,3,4,5,6,7

<ul style="list-style-type: none"> Disadvantaged get equitable access to the most skilled staff Maintain higher percentage of pupils entering the Ebacc 		
<p>4- Focusing on social status not being a barrier to accessing a subject or limiting curriculum offer (e.g. ingredients in Food Technology, Qualifications requiring extracurricular activities like rock climbing in Sports Studies, swimming etc)</p> <ul style="list-style-type: none"> Departmental bids Reviewing the curriculum model and additional qualifications from September 2021 	<ul style="list-style-type: none"> Past evidence and parental feedback show that some subject areas could be limited in terms of their curriculum offer if pupils cannot afford the cost of materials, ingredients, instruments etc. Pupil and parent voice activities are always taken into account when reviewing the curriculum and adding/ removing qualifications on offer 	1,2,3,4,5,6,7
<p>5- Complementing the curriculum with high quality enrichment activities and developing cultural capital.</p> <ul style="list-style-type: none"> Departmental bids for enrichment activities (including trips, visits, sporting activities, music lessons etc) Development of Pupil Parliament and house system with frequent external visitors A Spanish Assistant to help pupils catch up with oral gaps A second full time science technician to facilitate practicals frequency in science and therefore enrich the curriculum An ambassador for Enrichment (TLR3) An ambassador for Pupil Leadership (TLR3) An ambassador for Higher Achieving pupils (TLR3) New assistant Headteacher role created: “Director of culture, ethos and character development” 	<p>The EEF recommended both Arts Participation (+2 months) and Extended School Day (+2 months) as high impact strategies.</p>	1,2,3,4,5,6,7

<p>6- Developing metacognitive and self-regulation skills in all pupils through a focus on:</p> <ul style="list-style-type: none"> • the principles of Doug Lemov pedagogy • Subject specific pedagogy • Subject specific Behaviour for Progress (BfP) strategies 	<ul style="list-style-type: none"> • Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF • Doug Lemov- Teach Like a Champion (2016). The philosophy behind it is that the solution to closing the achievement gap in schools lies in classroom practice itself, particularly around consistency and an embedded, shared vocabulary. • Huh: Curriculum conversations between subject and senior leaders Paperback – 18 Sept. 2021 • Michael Fordham’s blog “The fundamental weakness of debate about generic pedagogy” in Knowledge and curriculum, Philosophy of education , 2018 The fundamental weakness of debate about generic pedagogy – Clio et cetera • John Tomsett ‘s blogg :This much I know about...subject specific pedagogy – John Tomsett 	<p>1,2,3,4,5,6,7</p>
<p>7- Improving literacy in all subject areas with emphasis on reading, oracy and vocabulary in every lesson.</p> <ul style="list-style-type: none"> • Development of diagnostic testing and intervention for gaps in early reading development. • Training of additional staff to support with widespread testing of pupils falling below their chronological reading age. 	<ul style="list-style-type: none"> - Evidence shows that literacy is often addressed through intervention only, and not through whole class teaching. Interventions are not always evidence based. - Reading for pleasure improves children’s vocabulary (UCL IoE, 2017): http://www.cls.ioe.ac.uk/library- 	<p>1,2,3,4,5,6,7</p>

<ul style="list-style-type: none"> • Procurement of a range of intervention programmes/tools to support reading at all levels. • Development of bespoke interventions to drive reading progress. • A focus on development of oracy in all lessons. • A focus on developing “powerful” vocabulary across the curriculum. • KS3 reading ages target for Head of literacy. 	<p>media%5Cdocuments%5CReadingforpleasurereport.pdf</p> <ul style="list-style-type: none"> - One in eight disadvantaged pupils in the UK does not own a single book (National Literacy Trust, 2017): https://literacytrust.org.uk/news/1-8-disadvantaged-children-uk-dont-own-single-book/ - The correlation between socio economic background, vocabulary and conduct (Sutton Trust, 2010): https://www.suttontrust.com/wp-content/uploads/2010/02/Sutton_Trust_Cognitive_Report-2.pdf - Good literacy skills crucial to closing the attainment gap (EEF, 2017): https://educationendowmentfoundation.org.uk/public/files/Review_of_SES_and_Science_Learning_in_Formal_Educational_Settings.pdf - Conversation more important than word exposure for literacy and language development (University of Pennsylvania, 2018): http://www.beib.org.uk/2018/03/conversation-important-word-exposure-literacy-language-d - Stricht’s Law: Reading ability in children cannot exceed their listening ability - Myhill and Fisher assert that: “Spoken language forms a constraint, a ceiling not only on the ability to comprehend but also on the ability to write, beyond which literacy cannot progress. This is shown in our initial reading ages. The EEF and NFER both recognise the significance 	
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	of a whole school literacy programme to support disadvantaged pupils	
<p>8- Enhancing mathematics teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <ul style="list-style-type: none"> Funding for teacher release time to embed key elements of the guidance in school, and to access Trust resources and CPD offers (including Teaching for Mastery training “Deeper Learning “project). A numeracy lead TLR Preparing for the “Liverpool Counts Quality Mark Award” KS3 PP achievement target for TLR holders in mathematics 	<ul style="list-style-type: none"> The new Mathematics Research Review from Ofsted (published 25th May 2021) Research review series: mathematics - GOV.UK (www.gov.uk) The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach mathematics well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Mathematics Guidance 2017.pdf (educationendowmentfoundation.org.uk) 	1,2,3,4,5,6,7
<p>9- Enhancing CEIAG programme to offer personalised career advice for all disadvantaged pupils and ensure PP pupils are given opportunities to access higher education.</p> <ul style="list-style-type: none"> Utilise guidance and information from: <ul style="list-style-type: none"> ➤ Career Connect ➤ Liverpool City Region Careers Hub ➤ Shaping futures ➤ National Careers week 	<ul style="list-style-type: none"> Careers guidance and access for education and training providers (publishing.service.gov.uk) Good Career Guidance Education Gatsby STEM Careers Toolkit - for Careers Leaders in secondary schools and colleges (Benchmark 4).pdf Gatsby Benchmark toolkit – schools CEC Resource Directory (careersandenterprise.co.uk) 	1,2,3,4,5,6,7

<ul style="list-style-type: none"> - Continue to adhere to the Baker clause - Pupils access “Unifrog” platform to raise awareness of destinations and career pathways - Review Careers provision annually to ensure equity of opportunity - CPD for staff about Labour market information - Continue to deliver high quality information via assembly programme and additional workshops/experiences 		
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II- Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 151,359.5 (Please see Catch-up plan for further targeted academic support)

Activity	Evidence that supports this approach and research	Challenge number(s) addressed
1- Continuing to refine our <u>Internal Alternative Provision</u> processes and structures to ensure efficient use of AP and equity for pupils at risk of exclusion and pupils with severe mental and physical health issues by:	<ul style="list-style-type: none"> • OFSTED Inspection Framework 2021: “Inspectors will recognise when schools are doing all that they can to support pupils at risk of exclusion, including through tenacious attempts to engage local support services”. 	1,2,3,4,5,6,7
	<ul style="list-style-type: none"> • OFSTED Inspection Framework 2021: a focus on “the extent to which leaders ensure that pupils benefit from a well-planned and sequenced, well-taught, broad and balanced curriculum” 	1,2,3,4,5,6,7

<ul style="list-style-type: none"> - Continuing to fund the new role of Inclusion officer - Developing curriculum provision and implementation in <u>internal</u> Alternative Provision with: <ul style="list-style-type: none"> - Specialist provision in mathematics, English and science - TA3 coordinator for alternative provision - Bespoke programme for pupils in AP - Targeted CPD for staff involved in Inclusion 		
<p>2- <u>External Alternative provision</u> costs when there is sufficient evidence that AP is in the pupil's best interest</p>	<ul style="list-style-type: none"> • Alternative Provision: Effective Practice and Post 16 Transition January 2017 Sue Tate and Professor David Greatbatch – Sue Tate Consulting Ltd 	<p>1,2,3,4,5,6,7</p>
<p>3- Developing partnership with parents of pupils who are post LAC to ensure continued bespoke support</p>	<ul style="list-style-type: none"> • https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022 	<p>1,2,3,4,5,6,7</p>
<p>4- Bespoke provision for pupils who are also double-disadvantaged in Y11</p>	<ul style="list-style-type: none"> • Bracknell Forest double disadvantaged briefing paper (2018) Pupil Premium Grant Funding paper Double Disadvantaged June 2018.pdf (bracknell-forest.gov.uk) 	<p>1,2,3,4,5,6,7</p>

<p>5- Working in partnership with the Catch-up plan lead to engage 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. /Using recovery plan funding to supplement school led tutoring programme in mathematics, English and science.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5,6,7</p>
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III. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 151,359.5

Activity	Evidence that supports this approach and research	Challenge number(s) addressed
<p>1-A focus on attendance</p> <ul style="list-style-type: none"> - Use of Powerbi software to gain instant access to individual pupils falling behind - Targeted interventions on identified cohorts via: <ul style="list-style-type: none"> • Attendance officer (admin) • Attendance Outreach officer who conducts home visits 	<ul style="list-style-type: none"> • Being Present: The Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk) • Reid, K. (2013). <i>An Essential Guide to Improving Attendance in your School: Practical Resources for all School Managers</i>. London: Routledge. • Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S. (2015). <i>Supporting the</i> 	<p>1,2,3,4,5,6,7</p>

<ul style="list-style-type: none"> Local Authority Service Level Agreement- Attendance Support from “Re-Engage” to support school refusers ReEngagement/ Attendance Programme Rewards as an incentive to improve attendance Police panels – Safer Schools Police Officer/attendance blitzes Improved Attendance data to form tutors so they can monitor PP attendance and action PP attendance target for Heads of Year 	<p>Attainment of Disadvantaged Pupils: Articulating Success and Good Practice. London: DfE [online]. Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p> <ul style="list-style-type: none"> Miller, S., Davison, J., Yohanis, J., Sloan, S., Gildea, A. and Thurston, A. (2016). Texting Parents, Evaluation Report and Executive Summary. London: EEF [online]. Available: ED581121.pdf Malcolm, H., Wilson V., Davidson, J. and Kirk S. (2003). Absence from School: A Study of its Causes and Effects in Seven LEAs, (Research Report RR424). London: Department for Education and Skills [online]. Microsoft Word - RR424.doc (ioe.ac.uk) 	
<p>2- A focus on support with well-being, mental health issues, behaviour and emotions</p> <ul style="list-style-type: none"> A team of staff to support individual needs with mental health support: <ul style="list-style-type: none"> Pastoral support officer School counsellor (1 day a week) 	<ul style="list-style-type: none"> DfE Guidance Promoting and Supporting Mental Health and Well-being in Schools and colleges The Education Hub: Mental Health Resources for children, pupils, parents, carers and school/college staff The EEF Guide to the Pupil Premium: Autumn 2021 Wellbeing scores improved last year at the end of this intervention programme 	<p>1,2,3,4,5,6,7</p>

<ul style="list-style-type: none"> - Externally commissioned Engagement and Wellbeing Intervention Lead - Liverpool Foundation mentoring programme (2 days a week) - Retention of our part-time Educational Psychologist <ul style="list-style-type: none"> • Bespoke safeguarding and pastoral training for pastoral staff. Targeted CPD to address Sexual exploitation, children with parent in prison, children with parents dependent on drugs/alcohol etc., mental health first aiders etc <ul style="list-style-type: none"> • Cells Project CIC - Behavioural intervention • Preventative measures for pupils identified at risk of criminal exploitation 	<ul style="list-style-type: none"> • DfE Guidance Promoting and Supporting Mental Health and Well-being in Schools and colleges • The Education Hub: Mental Health Resources for children, pupils, parents, carers and school/college staff • Knowsley CELLS has provided proven solutions to crime and related societal issues since 2009. • 9% of the general population in Knowsley have experienced 4 or more Adverse Childhood Experiences (ACEs), 62% of the Knowsley's Youth Offenders Services(YOS) population have experienced 4-8 ACEs • In 2021, young people from the Knowsley area have been identified in County Lines activity in: Cumbria, Chester and North Yorkshire • Victim profile is white males aged between 14-17 years. Not in Employment, Education or Training. All victims identified as vulnerable with a selection of ACEs 	
<p>3- Renewing Inclusion Quality Mark application to support Inclusive Practice</p>		<p>1,2,3,4,5,6,7</p>
<p>4- Continuing to support families by providing where <u>need has been assessed</u>:</p>	<ul style="list-style-type: none"> • Dr Gill Main's research on the effect of period poverty (2018) Dr Gill Main leads University research into period poverty School of Education University of Leeds 	<p>1,2,3,4,5,6,7</p>

<ul style="list-style-type: none"> - care packages (including underwear, tights, gloves, toiletries, period items) - uniform items - electronic devices - breakfast items - basic school equipment (school bag, pens, calculators, dictionaries) <p>For all Year 7 pupils:</p> <ul style="list-style-type: none"> - uniform blazer - pencil case and associated equipment 	<ul style="list-style-type: none"> • Dr Gill Main's article on families leaving in poverty (2018) Dr Gill Main publishes new article on families living in poverty School of Education University of Leeds 	
<p>5- Continuing to fund the Year 7 summer school</p>	<p>This has been successful over the past 6 years. As our IQM assessor expressed in her report about LDA: “The summer school, paid for using Student Premium catch-up funding, is attended by the majority of new starters (87% of the Year 6 students attended in 2019). The Head of Year 7 runs the programme and it is staffed with specialist KS2 and KS3 teachers. This means that students are completely familiar with the school building, staff and systems before they start in September. Year 7 students begin the term fully committed to the school’s mission and values. In addition to providing an opportunity for the students to make friends and feel more confident about their September start, there is a strong focus on progress in English and Mathematics to prevent any regression during the transition between the two key stages, which is a national issue. In fact, the impact is remarkable when you analyse the data in Mathematics over the past</p>	<p>1,2,3,4,5,6,7</p>

	three years, with progress in Mathematics doubling since the programme's inception".	
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- **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.

1- Impact on disadvantaged pupils in Year 11

2020 data is based on Centre Assessed Grades (CAGS) and 2021 data is based on Teacher Assessed Grades (TAGS). These were awarded as a result of the examinations being cancelled during the global pandemic. As a consequence, comparisons with previous cohorts and between 2020 and 2021 must be viewed with extreme caution as they are not 'like for like'. We are however using this data internally to support and monitor our pupil premium strategy. We use our Sistra Analytics software to give us an indication on how Y11 disadvantaged pupils performed last year. We also use SISRA's "Subject Progress Index", a SISRA-exclusive measure showing how each of our pupils have performed in each subject compared with all pupils with the same KS2 Prior in our Data Collaboration.

- Pupils received appropriate careers support and 99% of disadvantaged pupils 2021 have progressed on to a post-16 destination.
- 100% of the cohort received study support packs during lockdown
- Daily well-being / engagement contact with pupils who had to isolate - 98% of Y11 pupils rated the support provided as Good or Outstanding

- 99% of Y11 pupils rated the Remote Learning provision as Good or Outstanding
- Pupils accessed enjoyable, engaging, enriching experiences as part of curriculum offer

Areas for development

- Attainment and progress for pupils with low prior attainment. This had been a strength (above national) in 2019 and could be a consequence of the adverse effect of the pandemic on these groups
- Attainment 8 and progress for pupils with SEND support
- The proportion of disadvantaged pupils with low prior attainment achieving the Basics measure
- Attainment of double-disadvantaged pupils in English and mathematics
- Leaders will continue to focus on accelerating the progress of other key cohorts including pupils with high prior attainment
- Accelerate progress and attainment across range of subjects / cohorts to close gaps to national

2- Reading ages

Year Group	Pupil Premium December 2020 Collection			Pupil Premium Summer 2021 collection		
	Reading Age	Chron Age	Diff	Reading Age	Chron Age	Diff
7	11.16	12.02	-0.86	11.63	12.20	-0.57
8	12.54	12.94	-0.40	12.80	13.18	-0.38
9	13.21	13.80	-0.59	13.44	13.97	-0.53

Although the gap between chronological age and reading age closed in Year 7, it did not significantly close in years 8 and 9. The 4 months period of lockdown has had an effect on pupils' improvement in this area.

3- Attendance 2020/2021

Disadvantaged:

Year 7-11 - Individual Terms		Yr7-11 Overall	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Disadvantaged Attendance %		86.3%	88.6%	85.8%	99.8%	89.2%	84.8%	77.7%
Persistent Absentees % (<90%)		43.9%	37.7%	42.9%	17.6%	31.3%	42.2%	57.3%
Level 4 Absence Concern (<85%)		29.9%	27.2%	35.6%	17.6%	25.2%	32.9%	47.6%
Level 3 Absence Concern (90.0%-85.1%)		13.9%	10.5%	7.3%	0.0%	6.1%	9.4%	9.7%
Level 2 Absence Concern (93.9%-90.1%)		21.2%	11.5%	9.8%	0.0%	9.6%	21.8%	11.2%
Level 1 Absence Concern (95.9%-94%)		9.6%	6.6%	9.3%	2.0%	2.0%	1.7%	7.4%
Good Attendance (>96%)		19.3%	15.1%	7.8%	0.0%	0.3%	13.6%	10.4%
100% Attendance		5.9%	29.0%	30.2%	80.4%	56.7%	20.6%	13.7%
Percentage of Unauthorised Absence		8.1%	5.2%	8.1%	0.0%	6.0%	9.4%	10.5%

Looked After Children:

Year 7-11 - Individual Terms		Yr7-11 Overall	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Looked After Attendance %		95.4%	95.5%	91.6%	99.4%	99.2%	97.2%	90.4%
Persistent Absentees % (<90%)		20.0%	26.7%	6.7%	0.0%	0.0%	6.7%	26.7%
Level 4 Absence Concern (<85%)		6.7%	13.3%	6.7%	0.0%	0.0%	6.7%	26.7%
Level 3 Absence Concern (90.0%-85.1%)		13.3%	13.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Level 2 Absence Concern (93.9%-90.1%)		0.0%	20.0%	0.0%	0.0%	0.0%	6.7%	6.7%
Level 1 Absence Concern (95.9%-94%)		13.3%	6.7%	20.0%	14.3%	13.3%	6.7%	6.7%
Good Attendance (>96%)		53.3%	20.0%	20.0%	0.0%	0.0%	20.0%	13.3%
100% Attendance		13.3%	26.7%	53.3%	85.7%	86.7%	60.0%	46.7%
Percentage of Unauthorised Absence		1.7%	1.0%	5.1%	0.0%	0.0%	0.2%	2.8%

Pupils with an EHCP (80% were PP)

Year 7-11 - Individual Terms		Yr7-11 Overall	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
SEN EHCP Attendance %		90.6%	92.0%	93.9%	100.0%	94.7%	88.6%	78.8%
Persistent Absentees % (<90%)		33.3%	20.8%	27.3%	0.0%	36.4%	34.8%	56.5%
Level 4 Absence Concern (<85%)		8.3%	16.7%	13.6%	0.0%	18.2%	21.7%	56.5%
Level 3 Absence Concern (90.0%-85.1%)		25.0%	4.2%	13.6%	0.0%	18.2%	13.0%	0.0%
Level 2 Absence Concern (93.9%-90.1%)		20.8%	0.0%	4.5%	0.0%	0.0%	17.4%	0.0%
Level 1 Absence Concern (95.9%-94%)		8.3%	4.2%	13.6%	0.0%	0.0%	0.0%	4.3%
Good Attendance (>96%)		25.0%	29.2%	13.6%	0.0%	0.0%	21.7%	13.0%
100% Attendance		12.5%	45.8%	40.9%	100.0%	63.6%	26.1%	26.1%
Percentage of Unauthorised Absence		5.0%	4.8%	1.7%	0.0%	2.4%	5.4%	10.0%

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IQM report quote, January 2021: “To create a more holistic approach to wider inclusion, Senior Leaders made the decision to merge the SEND and Inclusion departments. This led to the creation of a new wellbeing area. As a result, inclusion staff are now able to offer additional layers in their graduated response system. This has also enabled them to offer bespoke support for pupils’ mental health and wellbeing. A direct impact of this remodelling is the improved attendance of vulnerable pupils who have been accessing the wellbeing support intervention. The leaders gave the example of three Year 11 pupils who were previously non-attenders in Year 10, who are now attending regularly and have made significant academic progress”.

External Alternative Provision

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
Meadowpark21-22	247	755	137	577	1716	58.4
Totals	247	755	137	577	1716	58.4

Attendance at Alternative Providers' is significantly below that of the rest of the school. LDA has now added to the role of the Inclusion officer the role of contacting the parents of pupils in AP to complement the attendance process at the AP providers and support parents in understanding the importance of attendance.

IQM report quote – January 2021: “With a continued focus on high standards of achievement, the Senior Leaders felt it was important to have a sharper focus on attendance, particularly that of the vulnerable cohorts. To aid their analysis of data, they have implemented a new, detailed tracker that is updated weekly. They feel the introduction of this enhanced analysis system has been a valuable tool for pin-pointing specific pupils, which prompts early intervention. An example of the impact this has already had is evidenced through the attendance data for the period from September 2020 to December 2020 of the EHCP cohort, which has been significantly higher than national, at 95.15%”.

4- Enrichment 2020/2021

During the pandemic, to ensure our pupils benefited from wider school experiences, we have provided online opportunities for pupils to enrich their personal development. The Expressive Arts Department led the way throughout lockdown, leading virtual events such as a virtual choir and expressive arts awards week. This type of approach made it possible for pupils from all year groups to perform together. To encourage competition and keep morale high throughout lockdown, the Dean Trust launched a virtual quiz for all pupils, families and staff. All schools within the Trust were able to compete against each other, creating opportunities for inter-house competition. 52% of the pupils who took part in these activities were eligible for the Pupil Premium. This closely matches the make-up of our pupil population. For examples, vouchers were sent to pupils so they could buy ingredients to partake in the baking competitions to ensure they could enter the competition.

Lord Derby Academy staff also delivered bespoke mentoring sessions to 44 disadvantaged High Prior Attainer pupils from Year 9. Feedback from pupils and parents show that 100% pupils were positive about the sessions and the content. 100% of pupils continued to engage with the mentoring programme after the first session. A further example of our work to raise aspirations is the 'The Brilliant Club' Scholarship Programme. This is a programme for Higher Prior Attainer pupils in Year 10 who have attended tutorials online, delivered by Lancaster University. 100% of pupils reported that the course had motivated them to consider university as a possible route in the future. Parental feedback was also positive.

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

