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	1077
Proportion (%) of pupil premium eligible pupils	56% (605 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 2022/23 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	Termly
Statement authorised by	Vicky Gowan Headteacher
Pupil premium lead	Charlotte Phillips
Governor / Trustee lead	Mark Bodha

Funding overview

Detail	Amount 2021/2022	Amount 2022/2023	Amount 2023/2024
Pupil premium funding allocation this academic year	£ 517,133	£550,615.00	
Recovery premium funding allocation this academic year	£ 88,305	£154,284.00	
Pupil premium funding carried forward from previous year	£0	£0	
Total budget for this academic year	**£ 605,438**	**£704,899.00**	

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 broad 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 pedagogy which combines whole school teaching and learning pillars with subject specific approaches that supports the delivery of this curriculum and meets the needs of our pupils
- A resolute drive to eradicate compliant behaviour and increase engagement
- 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	**Social, emotional and mental health, particularly after the lockdown period of Covid-19 and throughout the return to school** 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 year 2021/22, 3900 incidents were logged on CPOMS to keep our pupils safe. Some of the headlines include: <table><tr><td></td><td>**Number of Incidents**</td></tr><tr><td>**Category**</td><td>**all**</td></tr><tr><td>Attendance</td><td>1987</td></tr><tr><td>-- Home visit</td><td>619</td></tr><tr><td>Cause for Concern: Pastoral</td><td>1658</td></tr><tr><td>Cause for Concern: SG</td><td>438</td></tr><tr><td>Totals (unique)</td><td>3900</td></tr></table>
2	**Attendance** 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. • Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been 2% on aver lower than for non-disadvantaged pupils. Over the last 4 years, **on average**, 15.70% of disadvantaged pupils have bee tently absent' compared to 5% of their non- disadvantaged peers.

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). - Assessments of KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. - 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. - On entry to Year 7 disadvantaged pupils have, on average, reading ages that are 1 year below chronological age. Diagnostic testing, used to identify reading age has identified 49 of the current year 7 pupils with reading ages of below 9 years, with the average deficit of 3.8 years. Of this group, 25 are disadvantaged with reading age deficits from between 6.8 to 2.4 years below chronological age. - A further 50 pupils (18 disadvantaged) have reading ages between 9 years and 11 years, with an average reading deficit of 1.5 years (disadvantaged pupils within the group have an average deficit of 1.62 years) - 34 disadvantaged pupils (59 non disadvantaged) began year 7 with a reading age above chronological age with a reading excess of 1.4 years. Historically disadvantaged pupils who begin year 7 reading above chronological age make less progress than their peers and therefore the gap between pupil premium and non pupil premium pupils is evident even when pupils begin Key Stage 3 reading above chronological age
4.	**Attainment** **Key Stage 4 outcomes of disadvantaged pupils is generally lower than that of their peers** **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)
All results have been exported from Testingforschools into SIMs
Document Created: 19/10/2021

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

LDA - CATS 2022

	No. of Pupils (No. who took CATs)	Verbal mean SAS	Quantative mean SAS	Non-Verbal mean SAS	Spatial Mean SAS	Overall Mean SAS
National Average:	-	100	100	100	100	100
All	219	94.9	96.6	96.8	93.6	95.6
Disadvantaged	87	92.0	94.4	95.0	92.1	93.6
Non Disadvantaged	132	96.8	98.1	98.1	94.7	96.9
Gap		-4.8	-3.7	-3.1	-2.5	-3.2

6.	**Compliant behaviour**
	Our "Class Charts" analysis (2020/2021 and 2021/2022) and Bromcom analysis (2022/2023) 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**	• **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 needing support with **mental health and wellbeing i**dentified within attendance monitoring	• **Overall target:** "Re-engage" pro-gramme scores demonstrate im-provement overtime. • **Wellbeing survey** show pupils feel they are well supported at LDA and that their needs are being met. • Appropriate actions following Well-being survey are identified and completed • Attendance figure for pupils needing support with **mental health and wellbeing** matches that of school attendance figure	• **Overall target:** "Re-engage" pro-gramme scores demonstrate im-provement overtime. • **Wellbeing survey** show pupils feel they are well supported at LDA and that their needs are being met • Appropriate actions following Well-being survey are identified and completed • Attendance figure for pupils needing support with **mental health and wellbeing** matches that of National, all •
2- **Eradicating attendance gap** between PP and non-PP	• Attendance gap with National, all narrows to **1%** (2018/19: attendance gap with National, all was 2.3%)	• Attendance % matches that of National, all	• Attendance % matches that of National, other

3- **Improving progress** of <mark>disadvantaged pupils</mark> at the end of KS4, with a focus on EBacc subjects.	Target: P8: - 0.15 2018/19: P8 was **-0.28** 		LDA 2022*	LDA 2019	National 2019
P8	-1.02 disadvantaged pupils	**-0.28**	-0.45		P8 matches that of National, all	P8 matches that of National, other
Intended outcome	Success criteria		
	2021/2022	2022/2023	2023/2024
4- **Closing the reading age gap at KS3** across years 7 and 9 and improve oral language skills.	**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. **Targets for 2021/2022:** - 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	Target • Reading ages of disadvantaged pupils matches that of **all pupils** for Years 7-9 • Reading ages for the lowest 20% of pupils increase by 2 years between September-July testing period • Reading ages for disadvantaged pupils who begin each year 7-9 above chronological age increase by 1.5 years between September-July testing period	Target • Reading ages of disadvantaged pupils matches that of **non-disadvantaged pupils** for Years 7-9 • Reading ages for the lowest 20% of pupils increase by 2.5 years between September-July testing period • Reading ages for disadvantaged pupils who begin each year 7-9 above chronological age increase by 1.5 years between September-July testing period

5- Improving behaviour for progress/ reduce compliant behaviour	**Overall target:** Pupils eligible for PP have a reduced number of compliant behaviour points; the gap with non-disadvantaged pupils significantly closes.	**Overall target:** "Committed" or "outstanding" behaviour entries on "Bromcom" match that of the whole school.	**Overall target:** "Committed" or "outstanding" behaviour entries on "Bromcom" match that of non-PP.
6- Maintain accessibility of out-of-school experiences for pupils eligible for PP and continue to provide quality careers information, advice and guidance.	**Overall targets:** • Access to out of school experiences reflects the percentage of pupils eligible for PP (56%) • 100% of pupils leave with post 16 offer	• **Overall target:** Access to out of school experiences reflects the percentage of pupils eligible for PP (56%) • Increased range of experiences available • 100% of disadvantaged pupils access at least one experience	• **Overall target:** Access to out of school experiences reflects the percentage of pupils eligible for PP (56%) • Increased range of experiences available • 100% of disadvantaged pupils access at least one experience

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: £ 275307.50

Activity	Evidence that supports this approach And research	Challenge number(s) addressed
1- Teaching staff to know disadvantaged pupils' individual challenges and motivators in Year 11:	**Colour coding:** ➢ red- author / publications ➢ blue- links to website	

• 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 CPD session	➢ black – notes, quotes or internally gathered evidence • 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 disadvantaged pupils'.	**1,2,3**,4,5,**6,7**
2- Retention of high-quality teachers and leaders: • 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 • cover supervisors to preserve consistency in cover lessons • 6 staff enrolled in new NPQ middle leadership programmes and 1 on NPQSL	• The EEF guide to the Pupil Premium, 2019 stipulates that: - "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. <u>This focus on TLR3s has previously enabled us to retain 100% of staff on TLR 3 in the last 3 years</u> • "Ways to reduce workload in your school: tips from school leaders", DfE, 2019 • 'Summary and recommendations: teacher well-being research report', July 2019 OFSTED	1,2, 3,4,5,6,7
3- Developing a well-thought-through, challenging school curriculum to address inequalities and ensure curriculum equity: • 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	• 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

classroom experiences for our disadvantaged pupils. - Subject Leadership Time (cost of cover) - All departments to access subject association subscriptions - Disadvantaged get equitable access to the most skilled staff - Maintain higher percentage of pupils entering the Ebacc	• National College CPD Ofsted Subject Reports National College – Categories – Teaching & Learning	
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) - Departmental bids - Reviewing the curriculum model and additional qualifications from September 2021	• 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**
5- Complementing the curriculum with high quality enrichment activities and developing cultural capital. - 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	The EEF recommended both Arts Participation (+2 months) and Extended School Day (+2 months) as high impact strategies.	**1,2,3,4,5,6,7**

- 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"		
6- Developing metacognitive and self-regulation skills in all pupils through a focus on: - the principles of Doug Lemov pedagogy - Subject specific pedagogy - Subject specific Behaviour for Progress (BfP) strategies	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	1,2,3,4,5,6,7

7- **Improving literacy in all subject areas with emphasis on reading, oracy and vocabulary in every lesson.**	- Evidence shows that literacy is often addressed through intervention only, and not through whole class teaching. Interventions are not always evidence based.	1,2,**3,4,5,6,7**
• Development of diagnostic testing and intervention for gaps in early reading development.	- Reading for pleasure improves children's vocabulary (UCL IoE, 2017): http://www.cls.ioe.ac.uk/library-media%5Cdocuments%5CReadingforpleasurestoppress.pdf	
• Training of additional staff to support with widespread testing of pupils falling below their chronological reading age.	- 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/	
• Procurement of a range of intervention programmes/tools to support reading at all levels.	- 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	
• Development of bespoke interventions to drive reading progress.	- 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	
• A focus on development of oracy in all lessons.	- 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	
• A focus on developing "powerful" vocabulary across the curriculum.	- Stricht's Law: Reading ability in children cannot exceed their listening ability	
• KS3 reading ages target for Head of literacy.	- 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 of a whole school literacy programme to support disadvantaged pupils	
8- Enhancing mathematics teaching and curriculum planning in line with DfE KS3 and EEF guidance. • 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	- **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**
9- Enhancing CEIAG programme to offer personalised career advice for all disadvantaged pupils and ensure PP pupils are given opportunities to access higher education. - Utilise guidance and information from: ➢ Career Connect ➢ Liverpool City Region Careers Hub ➢ Shaping futures ➢ National Careers week - Continue to adhere to the Baker clause	- 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**

- Pupils access "Unifrog" plartform 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	

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

Budgeted cost: £ 137,653.75 (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 Internal Alternative Provision 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:	• 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**

- Continuing to fund the new role of Inclusion officer
- Developing curriculum provision and implementation in internal Alternative Provision with:
  - Specialist provision in mathematics, English and science
  - TA3 coordinator for alternative provision
	• 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**

- Bespoke programme for pupils in AP - Targeted CPD for staff involved in Inclusion		
2- External Alternative provision costs when there is sufficient evidence that AP is in the pupil's best interest	• Alternative Provision: Effective Practice and Post 16 Transition January 2017 Sue Tate and Professor David Greatbatch – Sue Tate Consulting Ltd	**1,2,3,4,5,6,7**
3- Developing partnership with parents of pupils who are post LAC to ensure continued bespoke support	• https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022	**1,2,3,4,5,6,7**
4- Bespoke provision for pupils who are also double-disadvantaged in Y11	• Bracknell Forest double disadvantaged briefing paper (2018) Pupil Premium Grant Funding paper Double Disadvantaged June 2018.pdf (bracknell-forest.gov.uk)	**1,2,3,4,5,6,7**
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.	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	1,**2,3,4,5,6,7**

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

Budgeted cost: £ 137,653.75

Activity	Evidence that supports this approach and research	Challenge number(s) addressed
1-A focus on attendance - Use of **Powerbi** software to gain instant access to individual pupils falling behind - Targeted interventions on identified cohorts via: • Attendance officer (admin) • Attendance Outreach officer who conducts home visits • Local Authority Service Level Agreement- Attendance • Support from "Re-Engage" to support school refusers • ReEngagement/ Attendance Programme • Rewards as an incentive to improve attendance	• Being Present: The Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk) • Reid, K. (2013). An Essential Guide to Improving Attendance in your School: Practical Resources for all School Managers. London: Routledge. • Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S. (2015). Supporting the 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) • Miller, S., Davison, J., Yohanis, J., Sloan, S., Gildea, A. and Thurston, A. (2016). Texting Parents, Evaulation Report and	1,2,3,4,5,6,7

- 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	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)	
2- A focus on support with well-being, mental health issues, behaviour and emotions - A team of staff to support individual needs with mental health support: - Pastoral support officer - School counsellor (1 day a week) - Externally commissioned Engagement and Wellbeing Intervention Lead - Liverpool Foundation mentoring programme (2 days a week) - Retention of our part-time Educational Psychologist **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**	- 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 - 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	1,2,3,4,5,6,7

• **Cells Project CIC - Behavioural intervention** • **Preventative measures for pupils identified at risk of criminal exploitation**	• 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	
3- Inclusion Quality Mark application to support Inclusive Practice and secure centre of excellence		**1,2,3,4,5,6,7**
4- Continuing to support families by providing where <u>need has been assessed:</u> - care packages (including underwear, tights, gloves, toiletries, period items) - uniform items - electronic devices - breakfast items - basic school equipment (school bag, pens, calculators, dictionaries) For all Year 7 pupils: - uniform blazer - pencil case and associated equipment	• 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 • 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	**1,2,3,4,5,6,7**
5- Continuing to fund the Year 7 summer school	This has been successful over the past 7 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	**1,2,3,4,5,6,7**

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

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.

1. *Key Stage 4 Outcomes*

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

Lord Derby Academy 2022 Headline Results – disadvantaged pupils					
Pupil Premium (119)	LDA Results 2022*	LDA Results 2021	LDA Results 2020	LDA Results 2019	National 2019
Basics 4+	42%	47%	44%	32%	45%
Basics 5+	18%	19%	20%	13%	25%
English 4+	50%	64%	61%	59%	59%
English 5+	28%	38%	32%	25%	42%
Maths 4+	50%	52%	50%	40%	51%
Maths 5+	29%	28%	30%	19%	30%
EBACC 4+	13%	27%	19%	19%	13%
EBACC 5+	6%	8%	10%	12%	7%
EBACC APS	2.91	3.44	3.15	3.18	3.08
A8	32.31	38.28	36.70	34.68	36.68
P8	-1.02	-0.36	-0.75	-0.28	-0.45

Lord Derby Academy 2022 Headline Results – all pupils					
Whole Cohort (224)	LDA Results 2022*	LDA Results 2021	LDA Results 2020	LDA Results 2019	National 2019
Basics 4+	55%	59%	57%	44%	65%
Basics 5+	31%	31%	31%	22%	43%
English 4+	65%	72%	73%	65%	76%
English 5+	42%	49%	47%	33%	61%
Maths 4+	61%	63%	63%	51%	70%
Maths 5+	40%	37%	39%	30%	49%
EBACC 4+	25%	37%	31%	21%	25%
EBACC 5+	13%	17%	17%	11%	17%
EBACC APS	3.52	3.87	3.81	3.45	4.07
A8	38.49	42.65	43.01	37.44	46.69
P8	-0.64	-0.05	-0.33	-0.30	-0.03

<u>Strengths of results – disadvantaged pupils</u>

- Improvement on 2019 for the Basics measure at Grade 4+ and Grade 5+
- Basics 4+ within 4% of national disadvantaged 2019
    - Mathematics Grade 4+ and Grade 5+ above LDA 2019
    - Mathematics Grade 4+ above national disadvantaged 2019
    - Mathematics Grade 5+ in line with national disadvantaged 2019
    - English Grade 5+ above LDA 2019
    - EBacc Grade 4+ in line with national disadvantaged 2019
    - EBacc Grade 5+ in line with national disadvantaged 2019
    - Progress of English as an Additional Language (EAL) pupils is positive

<u>Areas for development</u>

- It is clear that the pandemic has had a considerable impact on the progress and attainment of disadvantaged pupils. This was not unexpected and measures were taken to try and mitigate the impact of lost face to face learning time. In 2019 the progress of disadvantaged pupils at LDA was in line with all pupils. Poor attendance (covid and non-covid) of this cohort post lockdown has further limited progress with almost 60% having attendance below 95%. Gaps have also widened at a national level due to the impact of the pandemic on disadvantaged pupils
- Using SISRA collaboration 2022 window 1, progress has decreased across all elements of Progress 8 - largest decreases are evident in the EBacc element which includes the most academic subjects with challenging content
- Value added scores have decreased in science, languages and humanities with the biggest decrease in languages value added
- Progress of disadvantaged boys
- Gaps to national other pupils remain, and in some areas, have widened
- A number of pupils required bespoke provision during Key Stage 4 and did not access mainstream education for a range of reasons (e.g criminality / behaviour / mental health / medical). The vast majority of this Alternative Provision/Inclusion cohort were disadvantaged (88%). The Alternative Provision/Inclusion cohort had a significant impact on the overall outcomes. When this Alternative Provision/Inclusion cohort is removed from the data, Basics at Grade 4+ is 60% (a 5% increase on this measure)

2. Reading Ages

difference between reading age and chronological age for PP pupils

	2020-2021				2021-2022				2022-2023 (Sept data)		
	RA	CA	Diff		RA	CA	Diff		RA	CA	Diff
7	10.34	11.69	-1.35	7	11.41	11.56	-0.15	7	10.75	11.68	-0.94
8	12.33	12.44	-0.11	8	11.82	12.51	-0.69	8	12.1	12.47	-0.37
9	13.03	13.48	-0.45	9	12.89	13.39	-0.5	9	13.2	13.54	-0.34

difference between reading age and chronological age for non-PP pupils

	2020-2021				2021-2022				2022-2023 (Sept data)		
	RA	CA	Diff		RA	CA	Diff		RA	CA	Diff
7	11.49	11.63	-0.14	7	12.16	11.6	0.56	7	11.43	11.65	-0.22
8	13.17	12.47	0.7	8	12.68	12.61	0.07	8	12.85	12.51	0.34
9	13.1	13.46	-0.36	9	13.88	13.5	0.38	9	14.02	13.61	0.41

difference between reading age and chronological age for Lowest 20% PP pupils

	2020-2021				2021-2022				2022-2023 (Sept data)		
	RA	CA	Diff		RA	CA	Diff		RA	CA	Diff
7	7.71	11.72	-4.01	7	8.28	11.52	-3.24	7	7.83	11.61	-3.78
8	9.66	12.26	-2.6	8	9.42	12.71	-3.29	8	9.5	12.46	-2.96
9	10.03	13.33	-3.3	9	10.56	13.28	-2.72	9	10.35	13.32	-2.97

difference between reading age and chronological age for Lowest 20% non-PP pupils

	2020-2021				2021-2022				2022-2023 (Sept data)		
	RA	CA	Diff		RA	CA	Diff		RA	CA	Diff
7	7.9	11.54	-3.64	7	8.51	11.6	-3.09	7	7.81	11.66	-3.85
8	9.85	12.33	-2.48	8	9.88	12.35	-2.47	8	9.3	12.5	-3.2
9	10.46	13.46	-3	9	10.81	13.53	-2.72	9	11.38	13.51	-2.13

Data from previous years indicates that the Reading intervention programme at LDA is effective at closing the gaps between reading age and chronological age. For example, year 7 pupils eligible for Pupil Premium funding in 2020 arrived at LDA with an average gap of 1.35 years between reading age and chronological age. By the beginning of year 8 this gap had reduced to 0.69 years.

However, for pupils identified as being part of the lowest 20% of the cohort in reading the gap is reduced at a much less significant rate.

For example, year 7 pupils eligible for Pupil Premium funding in 2020 who are part of the lower 20% group arrived at LDA with an average gap of 4.01 years between reading age and chronological age. By the beginning of year 8 this gap had reduced to 3.29 years, a drop of 0.72 years and a smaller proportion of the gap

Funding in the 2022/2023 academic year will be used to widen the intervention programme and deploy more accurate diagnostics to identify where gaps in learning are affecting reading comprehension and fluency

Progress in reading age for PP pupils

	2020-2021				2021-2022				2022-2023 (Sept data)		
	Sept	July	Diff		Sept	July	Diff		Sept	July	Diff
7	10.34	11.63	1.29	7	11.41	11.79	0.38	7	10.75		
8	12.33	12.76	0.43	8	11.82	12.85	1.03	8	12.1		
9	13.03	13.32	0.29	9	12.89	13.28	0.39	9	13.2		

Progress in reading age non-PP pupils

	2020-2021				2021-2022				2022-2023 (Sept data)		
	Sept	July	Diff		Sept	July	Diff		Sept	July	Diff
7	11.49	12.52	1.03	7	12.16	12.62	0.71	7	11.43		
8	13.17	13.63	0.46	8	12.68	13.57	0.89	8	12.85		
9	13.1	13.4	0.3	9	13.88	14.22	0.34	9	14.02		

Progress in reading age Lowest 20% PP pupils

	2020-2021				2021-2022				2022-2023 (Sept data)		
	Sept	July	Diff		Sept	July	Diff		Sept	July	Diff
7	7.71	9.35	1.64	7	8.28	9.32	1.04	7	7.83		
8	9.66	10.28	0.62	8	9.42	10.44	1.02	8	9.5		
9	10.03	10.55	0.52	9	10.56	11.08	0.52	9	10.35		

Progress in reading age Lowest 20% non-PP pupils

	2020-2021				2021-2022				2022-2023 (Sept data)		
	Sept	July	Diff		Sept	July	Diff		Sept	July	Diff
7	7.9	9.81	1.91	7	8.51	9.18	0.67	7	7.81		
8	9.85	10.53	0.68	8	9.88	10.63	0.75	8	9.3		
9	10.46	10.98	0.52	9	10.81	11.65	0.84	9	11.38		

Data from previous years indicates that the Reading intervention programme at LDA is effective at enabling pupils to make progress between measurement points, particularly in year 7.

Targeted intervention for Year 7 pupils eligible for PP funding in 2021/22 saw pupils make on average 1.21 years progress in 10 months

Similarly, pupils identified as being part of the lowest 20% of the cohort in reading progressed by just under 1 year in 10 months in the year 7 cohort and 1 year in the year 8 cohort.
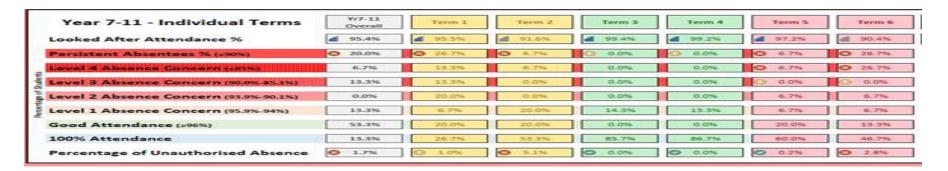
The year 9 20% cohort made less progress, making on average 6 months of progress over 10 months

3. Attendance 2021/2022

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%

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%

Attendance for all pupils has not yet returned to pre-pandemic levels both nationally and at LDA. January 2022 IQA written feedback reported: The impact data for attendance is encouraging. Despite the continued disruptions caused by the pandemic, whole school attendance has improved by 0.5% compared to the previous year. The attendance of students who are supported through Pupil Premium (PP) catch-up funding has improved by 1.6% and the attendance of students with SEND has increased by 1.5%. This has led to a narrowing in the attendance gap between PP and non-PP students by 1.7% and SEND and non-SEND by 0.6%. Although the attendance of the persistently absent (PA) students remains a priority area, there has been a 2.1% reduction in the percentage of persistently absent students.

4. Behaviour and Engagement

The Class charts data analysis from the past 12 months shows that there has been a further 2% decrease in overall negative behaviour (9% decrease over a 3-year period). The percentage of 'Outstanding and Committed Behaviour for Progress' gradings awarded to students has increased by 0.8% compared to last year. The negative behaviour of the SEND cohort has improved significantly, with a 4.2% reduction in incidents compared to the previous year. The disadvantaged negative behaviour points have also reduced by 3.7%. The improvement in behaviour for progress of these two key groups has led to a significant closing of the gap. The academy's exclusion figures continue to remain significantly below the national average. There have only been two fixed-term exclusions over the past 12 months and no permanent exclusions (over the past four years)

Further information

Pupils eligible for Pupil Premium Grant				% Pupil Premium
Year Group	No	Yes	Total Year group	
7	102	120	222	54%
8	77	139	216	64%
9	105	113	218	52%
10	101	116	217	53%
11	87	117	204	57%
Grand Total	**472**	**605**	**1077**	**56%**

Pupils who are both Pupil Premium & SEND			% of Double Disadvantaged
Year Group	Count of DD	Total Year group	
7	25	222	6%
8	28	216	11%
9	20	218	11%
10	13	217	13%
11	23	204	9%
Grand Total	**109**	**1077**	**10%**

Adopted From Care (A) and Special Guardianship (G)					
Year Group	A	A%	G	G%	Total Year group
7	1	0.45%	1	0.45%	222
8	1	0.46%	3	1.39%	216
9	2	0.92%	6	2.75%	218
10			2	0.92%	217
11			3	1.47%	204
Grand Total	**4**	0.37%	**15**	1.39%	**1077**