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	King Edwards VI's Lordswood School for Girls
Number of pupils in school	768
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2023
Date this statement was published	8th December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Kerry Cooney, Head Teacher
Pupil premium lead	Mubena Rahim, Raising Achievement Coordinator
Governor / Trustee lead	Claudia Huxtable and Samantha Calder-Terry.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,835
Recovery premium funding allocation this academic year	£59,892

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	£267,756.55

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for all pupils, irrespective of their background or the challenges that they face, is that they make above national average progress and attainment across all subject areas. In order to achieve this, we work to ensure that all students are supported in overcoming barriers that may limit their learning and hinder their school experience. Not all pupil premium students require the same interventions and therefore, our strategy encompasses a wide range of activities that will cater for the needs of all our disadvantaged students.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined below is also intended to support their needs, regardless of whether they are pupil premium or not.

We used the EEF's implementation guidance to develop our strategy. We will continually refer to this guidance when planning, implementing and evaluating our activities. We have a self-evaluation framework in place at the end of each term to ensure that activities are constantly evaluated to justify if funding is best being spent on the strategies outlined. We will adopt a flexible approach to the needs of our pupil premium students and will regularly assess the effectiveness of the strategy and will be open to changing and amending activities based on robust diagnostic assessment and barriers that may become apparent during the next academic year.

Challenges

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

Challenge number	Detail of challenge
1	**Literacy** – assessments, observations and discussions with KS3 students indicate that pupil premium pupils on average have lower levels of reading comprehension than their peers. Assessments (STAR) on entry to year 7 indicate that pupil premium students arrived (on average) 2 months behind their peers. Subsequent assessments show that this gap is maintained during their time in year 7. Reading is a particular priority for students transitioning from KS3 into KS4. These students began year 9, 7 months behind their peers and this gap persisted during the year.
2	**Attendance gap** – Our attendance data from the last academic year indicates that there is a small difference in the average attendance of

	pupil premium and non-pupil premium students and our attendance is above national average. However, we know that attendance affects the progress of pupil premium students more than their peers and continue to work with a small cohort of pupil premium students whose attendance is below average.
3	**Accessibility** – we have seen a steep rise in requests from students and their families for financial support over the past year (for example, with bus passes and uniform). We predict this trend to continue as the 'cost of living crisis' continues to impact our most disadvantaged families.
4	**Mental health, well-being and behaviour** – observations and discussions with pupils during review/mentor meetings and conversations with parents have identified social and emotional issues for many pupils. This is partly driven by concern about catching up lost learning and exams/future prospects. However, we continue to see an increase in 'friendship issues'. Some pupils have been impacted by the lack of opportunities to develop social skills during the pandemic. Teacher referrals for support to CASS, FTB and Place2Be remain higher than pre-pandemic and pupil premium students continue to make up a disproportionate number of them. The impact on disadvantaged pupils has been particularly acute as they continue to make up a disproportionate number of suspensions.
5	**Cultural capital** – data from summer examinations, observations and discussions with staff and students, show that pupil premium students make less than expected progress more often in subjects where a lot of 'assumed knowledge' is present. For example, in subjects such as citizenship, business and geography. Linked to this, they have less clarity around career goals and how to achieve them compared to their non-pupil premium peers. It is not that they are less ambitious, but their knowledge of what resources and opportunities are available are limited due to lack of exposure.
6	**Attainment gap** – pupil premium students made better progress than the national average, this is in part due to the high expectations we set for all of our students. The gap between pupil premium and non-pupil premium attainment has widened however the gap is smaller the national average. Nonetheless, we continue to work to close the gap. In particular, we need to be able to use KS3 data to identify under performers earlier across all subjects in order to implement effective intervention.
7	**Parental engagement** – not all parents of pupil premium students are able to engage with strategies to support their children in their learning. Attendance at parents' evenings continue to be lower for pupil premium students.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To close the attainment gap between pupil premium and non-pupil premium students across the curriculum at the end of KS4	• To maintain the above national attainment and progress of pupil premium students • The gap in progress and attainment between pupil premium and non-pupil premium students to close year on year • Progress and attainment to increase each year for pupil premium students • Through continual monitoring see increased attendance of intervention, clubs and trips by pupil premium students
To achieve and sustain improved attendance for all students, particularly our pupil premium students	Sustained high attendance by 2024/25 demonstrated by: • Reducing the overall unauthorised absence rate for all pupils and a reduced gap between pupil premium attendance and their peers
To increase parent engagement of pupil premium students	• Through continued monitoring increase the percentage of parents attending parents' evenings and curriculum evenings
To enable reading ages of pupil premium students to increase at an improved rate compared to non-pupil premium students	• Through continued monitoring of reading results, see that the gap between pupil premium students and non-pupil premium students closes year on year • Reading comprehension tests will demonstrate an improvement in comprehension skills among pupil premium students (especially in year 10) • Quality assurance will demonstrate that teachers have recognised this improvement through engagement in lessons and book scrutiny
To achieve and sustain improved wellbeing for all students, including those who are pupil premium	• Increased participation in enrichment activities for pupil premium students, including trips, clubs and student council

	• Through continued monitoring identify students as early as possible who need support from the behaviour mentor and therefore see a reduction in suspensions and referrals (to FTB and Place2Be) for pupil premium students • Increased number of pupil premium students receiving rewards

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: £154,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching quality: • Imbed quality first teaching principles across the school through an effective quality assurance system • Continued professional development for all staff, early career teachers follow a bespoke programme • Continued training on metacognition and self-regulation	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/Planning-professional-development.pdf?v=1641893326	1, 5, 6

To contribute towards the salary of key staff: • Achievement coordinators • Student support coordinator • Raising Achievement Coordinator • Attendance officer • Release time for members of staff 'on call' • Contribute towards teacher release time for 1:1 review tutor meeting • Contribute towards the cost of text messages home and Edulink as previously mentioned • EWO visits	Guidance from the EEF states that employing a range of strategies to help support students in feeling secure and happy at school leads to better academic attainment. EEF research states that when there are personalised messages sent to parents and there is a direct point of contact in school (normally a non-teacher is best as they are available throughout the school day) it can promote positive parental interactions. Having a team of staff also ensures that behavioural policies are implemented and pupils are supported. Therefore, ensuring our pupil premium students have the opportunity to set goals with their review tutor and revisit progress on a regular basis is a key strategy the school wishes to maintain. Parental engagement	EEF (educationendowmentfoundation.org.uk) Behaviour interventions	EEF (educationendowmentfoundation.org.uk) Mentoring	EEF (educationendowmentfoundation.org.uk)	1-7
Improving literacy in all subject areas: • To contribute to the accelerated reader programme • Contribute towards the cost of reading assessments • Contribute towards the cost of running the library • Contribute towards the cost of the second in department for English	The EEF highlights that approaches supporting reading comprehension can (on average) deliver an additional 6 months progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial?utm_source=/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial&utm_medium=search&utm_campaign=site_search&search_term=reading	1

	with responsibility to oversee literacy across the school	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf	
	Curriculum and cultural capital: • Develop curriculum planning, implementation and materials to ensure all students receive high content and practice. Including teaching and assessing academic vocabulary identified • Contribute towards the cost of Subject Association Memberships	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	1, 5
	Staff recruitment and retention: Contribute towards health and wellbeing days Contribute towards the cost of advertising jobs	The NFER highlight the importance of stability in the school environment for PP students. https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf	4

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring and 1:1 support: • Contributing towards a third of the cost of the National Tutoring Programme • Contributing towards the cost of review tutor meetings • Academic mentoring is offered to students	Guidance from the EEF states that employing a range of strategies to help support students in feeling secure and happy at school leads to better academic attainment. Therefore, ensuring our pupil premium students have the opportunity to set goals with their review tutor and revisit progress on a regular basis is a key strategy the school wishes to maintain:	6

who are underperforming in multiple subjects	Learning behaviours	EEF (educationendowmentfoundation.org.uk) Mentoring	EEF (educationendowmentfoundation.org.uk)	
Diagnosis of student's needs: • Contributing towards the cost of SISRA, Edulink and achievement coordinators and behaviour mentors	The EEF emphasise the importance of using a variety of tools in order to correctly identify the needs of our students: https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	4, 6
Providing structured intervention and support: • Contribute towards the cost of online platforms such as Google Classroom, GCSE Pod and Edulink	Studies involving digital technology typically have a greater impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flipped-learning	1, 5, 6
Wide range of clubs and intervention sessions are offered (for example, homework club)	Some pupils may not have a quiet space for home learning and so it is important for us to consider how home learning can be supported, for example by providing intervention sessions and homework clubs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learningtoolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework	4, 6

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

Budgeted cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote good mental health and well-being: • Contribution towards Place2Be • Continued adoption of the 'DREAM' and mental health programme every Wednesday in review tutor time. • Changes to the PSHE Curriculum to be incorporated into citizenship lessons (PSHCE)	EEF evidence states that when students feel supported in their mental health and wellbeing, outcomes are improved. Prioritise social and emotional learning to avoid "missed… | EEF (educationendowmentfoundation.org.uk)	4
Subsidies are available for extra-curricular and off-site visits: • Contribute towards the running cost of the forward thinking programme overseen by the University of Birmingham. • Contribute towards the cost of Breakfast club • Contribute towards the cost of trips and music lessons • Contribute towards the cost of KS3 after school social events	The EEF have researched and concluded that enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education: Life skills and enrichment | EEF (educationendowmentfoundation.org.uk)	4
Contribution to ongoing Edulink costs. This is used to monitor academic progress, behaviour and communicate with parents.	User friendly, inclusive and clear channels of communication are the most successful ways to improve parental engagement. There is strong evidence to suggest that if parents are regularly updated about their child's school experience, they are more likely	2, 4, 7

	to engage in a dialogue with school and their child about the importance of education. These ideas are drawn from ideas found in this report: Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)	
Subsidies are available for uniform, travel and a range of other material needs: • Forward Thinking Programme • Bus Passes • Uniform Vouchers • Sports and/or other specialist equipment	The DFE states that assistance with travel to school can be a simple yet effective way of supporting students whose parents cannot afford to fund travel: Pupil premium: overview - GOV.UK (www.gov.uk) Aspiration interventions | EEF (educationendowmentfoundation.org.uk)	3
To contribute to costs of staff CPD on a range of safeguarding and student wellbeing issues using the online platform run by TES and EduCare	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment: Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	4
Contingency funding for issues that may arise during the year.	Based on our experiences and those of similar schools to ours, we have identified the need to set a small amount of funding aside to enable us to implement activities that have not been identified. This is supported by the DFE who suggest this is good practice: Pupil premium: overview - GOV.UK (www.gov.uk)	

Total budgeted cost: £253,000

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments. Read below for progress and attainment data.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our pupil premium students was 0.3 (SISRA). For attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 48.75. See DfE guidance for more information about KS4 performance measures.

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.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). We use FFT and SISRA to compare results to other schools. The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was 0.71, and the Attainment 8 score was 56.51. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

We are very proud of our results and while there is an increased gap between pupil premium and non-pupil premium students, in comparison to other schools pupil premium students continue to achieve higher than national attainment.

All pupils regardless of background are entered for the EBaac.

Our internal assessments demonstrate a minimal gap between pupil premium and non-pupil premium at KS3 but then a widened gap at KS4. From this we can infer the need

to ensure all KS3 assessments are fit for purpose and that SISRA is utilised to help identify students in KS3 as well as in KS4.

Reading assessment data has identified a significant area for improvement in our pupil premium strategy. Although the gap remains high, through CPD and a whole-school strategy, reading ages is high on teacher priorities and for school and department development plans. Reading is a particular priority for students transitioning from KS3 into KS4. This particular cohort of students appears to have been significantly impacted by the first lockdown and then the subsequently interrupted academic year. This is because these students did not finish year 7 in school and then their year 8 was interrupted by self-isolation rules and another lockdown. This means moving forward, we will need to adjust our reading programme (which is KS3 focussed and therefore, preventative) to one that is intervention focused at KS4.

Our assessments demonstrated that in the classroom pupil behaviour was an area of strength last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic and in particular are manifesting themselves outside the classroom and amongst friendship groups. The impact on disadvantaged pupils has been particularly acute as they continue to make up a disproportionate number of suspensions.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Intended outcome	Review
To eradicate the attainment gap between pupil premium and non-pupil premium students.	**Average total progress 8 (vs. collaboration data on SISRA)** All: 0.71 (vs. 0.01) Non PP: 0.88 (vs. 0.18) PP: 0.30 (vs. 0.40) GAP: 0.58 (vs. 0.58) **Average attainment 8 grade (vs. collaboration data)** All: 5.65 (vs. 4.91) Non PP: 5.97 (vs. 5.27) PP: 4.88 (vs. 4.06)

GAP: 1.09 (vs. 1.21)

Percentage of pupils on track in summer term (internal end of year exams):

Year	7	8	9	10
PP	81	83.7	84.9	60.6
Non-PP	87.4	89.1	83.1	64.8
Gap	-6.4	-5.4	1.8	-4.2

To narrow the gap in attendance for pupil premium students against their non-pupil premium peers.

Attendance data:

Year Group	% Attendance	% Attendance Pupil Premium	Gap %
Year 7	93.6%	91.51%	-2.09
Year 8	93.2%	91.84%	-1.36
Year 9	92.1%	91.83%	-0.27
Year 10	92.8%	90.28%	-2.52
Year 11	87.2%	86.56%	-0.64
Year 12	90.8%	90.70%	-0.1
Year 13	90.5%	89.58%	-0.92
TOTAL	91.8%	90.07%	-1.73

Year 11 and Year 13 are off-site for approved purposes.

FSM 6 attendance is 4% higher than national average but 3.3% lower than non-FSM6 students (FFT).

To improve wellbeing for all pupils, including those who are pupil premium.

Edulink shows that we have not seen an increase of pupil premium students attending after school clubs. However, any pupil premium student who needed financial support to attend trips was given it and so our trip attendance is very please for pupil premium students.

Parents pupil premium students were surveyed in regards to the online system and the results were as follows:

- 48 parents responded to survey across the year groups
- 58% have attended parents evenings
- 43% preferred online meetings
- 66% said they would prefer face to face meetings

9% of parents who attended parents evenings last year were for pupil premium students. If this were proportionate, we would have had 29% parents attend.

As a result of this survey we have put in place curriculum evenings for all of KS3, allowing parents to come into school and meet key members of staff.

Behaviour points on SIMs:

Yr Group	% Present + AEA	Total Achievement Points	Total Behaviour Points	No. Lates
7	91	13	8	5
Non-PP	94	13	4	2
gap	-3	0	4	3
8	91	13	8	7
Non-PP	94	14	2	3
gap	-3	-1	6	4
9	91	9	9	6
Non-PP	92	10	7	5
gap	-1	-1	2	1
10	90	7	5	7
Non-PP	94	8	4	5
gap	-4	-1	1	2
11	87	2	5	11
Non-PP	89	3	1	3
gap	-2	-1	4	8

There is no significant difference in the average number of achievement points that pupil premium students receive in comparison to non-pupil premium. However, pupil premium students did achieve more behaviour points on average across most year groups. And of the suspensions, just slight over half were pupil premium students.

To improve the percentage of 5+ in English and maths for our disadvantaged students.	**Students achieving 9-5 in English and Maths (compared to collaboration data on SISRA)** All: 65.4% (vs. 49.4) Non PP: 75.9% (vs. 56.3) PP: 40% (vs. 33.1)

GAP: 35.9% (vs. 23.2)

Students achieving 9-4 in English and Maths

All: 83.7% (vs. 69.3% collab)

Non PP: 88% (vs. 76.1% collab)

PP: 73.3 (vs. 53.0% collab)

GAP: 14.7% (vs. 23.1% collab)

Students achieving 9-7 in English and Maths (vs. collab data SISRA)

All: 23.5% (15.3%)

Non PP: 28.7% (18.5%)

PP: 11.1% (7.6%)

GAP: 17.6% (10.9%)

Pupil premium students do much better than the national average, however not in comparison to their peers in school.

For reading ages of our pupil premium students to increase at least the same rate of their non-pupil premium peers.	**Accelerated Reading Statistics:** The data below as a table follows.

Accelerated Reading Statistics:

Year group	Average student progress in months (all)	Average student progress in months (pupil premium only)
7	+8	+7
8	+9	+2
9	+6	0

The data above shows the average number of months progress that students made between their reading tests in September and July. The results show that pupil premium students are making substantially less progress than their peers. The gap is particularly stark for Year 9.

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
Child counselling and mental health support	Place2be

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activities that are not being funded by the pupil premium or recovery premium.

These activities include:

- The National Tutoring programme is being utilised by the school for this academic year in which at least one third of all students who have been selected for 1:3 tutoring are identified pupil premium.
- Breakfast club is available to all students and provides a safe space for our disadvantaged students to come and socialise or do their homework before the start of the school day.
- Offering a wide range of high-quality extracurricular activities that boost wellbeing, behaviour, attendance and aspiration. These activities range from the football academy, Duke of Edinburgh Award, drama club and a range of sports clubs. Disadvantaged students will be encouraged to attend.
- Ensuring that all students have access to a robust online learning curriculum using Google Classroom and GCSE POD. This ensures that all pupils, including pupil premium students have access to lesson resources and revision and that will support their learning at home.