Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Liskeard School and Community College
Number of pupils in school	1199
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dan Wendon, Headteacher
Pupil premium lead	Wendy Birkbeck, Assistant Headteacher
Governor / Trustee lead	Sally Berne, PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£332,305
Recovery premium funding allocation this academic year	£93,106
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£36,644
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	£462,055

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all our students, regardless of starting points or barriers to learning, are successful, academically, socially and emotionally so that they can leave Liskeard School fully prepared for adult life as empowered citizens. Ultimately, our key aim is for our disadvantaged students to exceed academic outcomes of national non disadvantaged students, and for the gap to diminish between the current performance of these groups. Research proves that excellent academic outcomes are the biggest lever students have to improve their quality of life, hence academic outcomes are the number one priority of this strategy, not just for disadvantaged, but for all students.

Students cannot make academic progress if they are not in school, hence there is a strong focus in this strategy on attendance. Barriers to attendance are removed though the funding of uniform and equipment where needed. It is however, not enough, for students to be present, each student needs to build excellent habits of attention and engagement. Early behaviour intervention features highly to ensure that classrooms are disruption free and powerhouses of learning.

All students have an entitlement to learn through the wider curriculum and build cultural capital which is why a principle of this strategy that all students will be supported to take part in trips and visits to broaden their horizons.

Reading is integral to our strategy to support disadvantaged students to progress because research shows that without a broad and rich vocabulary, and without the ability to read fluently students struggle to access the full curriculum and struggle to reach their full potential either academically, socially, or emotionally.

High quality pastoral support is at the heart of every successful school. Many disadvantaged students need a higher degree of pastoral care than most, hence the decision to use pupil premium funding to provide a range of tiered support, appropriate for all students who are in need.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment** Overall attainment and progress of disadvantaged students is lower than their peers at KS4. For example in 2022: Progress 8 gap = -0.45 Attainment 8 gap =-0.85 Gap in % achieving Grade 4 in English and Maths = 17.5% Gap in % achieving Grade 5 in English and Maths = 13.8%
2	**Reading** Whilst it is likely that disadvantaged students are not as proficient readers as non-disadvantaged students, sufficient diagnostic assessments are not in place to gain reading ages and design support programmes.
3	**Attendance** Attendance data shows that the attendance of disadvantaged students is lower than non-disadvantaged students, and persistent absence is higher for disadvantaged students. The persistent absence gap is wider and is widening. In 2022: The attendance gap between disadvantaged and non-disadvantaged students was 4% The persistent absence gap was 7% and has grown to 11% in the autumn term of 2022/23.
4	**Behaviour** A poor attitude to learning and low-level disruption results in lower outcomes for all. Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks. Data analysis shows a disproportionate number of disadvantaged students have the highest behaviour points and number of suspensions compared to non-disadvantaged students. For example in 2022: Disadvantaged students made up 57% of suspensions. 100% of Permanent Exclusions were disadvantaged students.
5	**Wellbeing** Poor mental health and difficult external circumstances result in lower outcomes for disadvantaged students.
6	**Hardship** Financial hardship presents a barrier to learning in multiple ways, including a reduced ability to buy uniform, equipment, trips and visits, which are necessary for curriculum access and the growth of cultural capital.

Intended outcomes

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

Intended outcome	Success criteria
Improved attainment among disadvantaged students across the curriculum and particularly at the end of KS4.	2023/24 KS4 outcomes demonstrate that disadvantaged students achieve: • An average Attainment 8 score of 49.85 (in the last two exam years the national figures for all students were 50.9% (2021) and 48.8 (2022). • A Progress 8 score that falls within the national average band. • Drop-ins and lesson observations show responsive teaching which challenges all students appropriately.
Improved reading comprehension among disadvantaged students across KS3. Catch up reading for bottom 20% of readers. Students on catch up phonics programmes to be able to read fluently.	All disadvantaged students exposed to high quality text, read fluently by an expert reader. Reading tests to show that every disadvantaged student is on track to achieve their chronological reading age by the end of KS3. Bottom 20% of readers to make rapid progress.

To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance demonstrated by: • The overall absence rate for all students being no more than 4%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced.
Improved behaviour and self-regulatory skills among disadvantaged students across all subjects.	For disadvantaged and non-disadvantaged students to have proportionate representation in behaviour and suspension data. A reduction in repeat suspensions for both disadvantaged and non-disadvantaged students. Quality assurance processes show that levels of attention in lessons is high for all students, including disadvantaged students. A reduction in Strike 3 sanctions and an improvement in average attitude grades for disadvantaged students.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	All students have an advocate, a trusted adult who can support them socially and emotionally to achieve their potential. Students with high SEMH needs receive specialist help provided by the school and are individually supported with a bespoke education package to avoid becoming NEAT. Parents are positive about relationships with school and support received.
Disadvantaged students develop greater cultural capital though having access to the same wide range of experiences and opportunities as non-disadvantaged students.	For disadvantaged and non-disadvantaged students to have proportionate representation in extra-curricular trips and sporting events.

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: £87,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (GL assessments) Training will be provided for staff to ensure assessments are interpreted correctly. CAT4 will be used as an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – to provide an analysis of potential student achievement. https://www.gl-assessment.co.uk/assessments/secondary/transition-from-primary/cat4-for-secondary/ The analysis of the results of reading assessments will be used to identify reading ages and create personalized reading intervention plans. Single assessment of all students, followed by termly assessments for those for whom it is deemed necessary. https://www.gl-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf https://www.gl-assessment.co.uk/news-hub/blogs/back-to-school-supporting-children-with-reading-on-return-to-school/	1,2

Provide a TLR position with a whole school responsibility for improving reading Employ a literacy expert to deliver reading interventions and train a team of staff to do so.	DfE suggest that the impact of leadership is second only to the impact of classroom teachers on student outcomes.	1,2
Appoint an Inclusion Manager to help avoid repeated cycles of suspension and increase learning time.	https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf This research found: on average, the association between being absent from school and KS4 outcomes is worse for disadvantaged students than their more affluent peers.	1,3,4
Allocate appropriate Senior Leader time to develop and monitor the Pupil Premium strategy.	DfE suggest that the impact of leadership is second only to the impact of classroom teachers on student outcomes.	1,2

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

Budgeted cost: £99,523

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide every disadvantaged student in KS4 with a revision guide for all their subjects. Provide every disadvantaged student with access to high quality online revision programmes to support their progress, for example: Sparx.	Teaching students' metacognitive revision strategies is key to raising attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Research conducted by the University of Cambridge shows that regular use of Sparx boosts attainment and progress in Maths: https://www.educ.cam.ac.uk/research/programmes/sparx/	1
To expose all disadvantaged students to high quality texts, read fluently by an expert reader. Ongoing investment in texts for the tutor reading programme:	https://www.researchgate.net/publication/5373247_Reading_aloud_to_children_The_evidence Through hearing stories, students are exposed to a wide range of words. This helps them build their own vocabulary, improve comprehension and promote the enjoyment of reading.	1, 2
To purchase a suitable reading scheme (Thinking Reading) to boost the reading ages of the bottom performing 20% of readers.	Thinking Reading is based on the following research: https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/11/What-Works-for-Literacy-Difficulties-6th-Edition-2020.pdf Schools using the programme report an average of two months progress in reading age per half hour lesson. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: https://www.oup.com.cn/test/word-gap.pdf	1,2

To purchase a trolley of chrome books for Maths and English to enable students to take advantage of Sparx and Lexia. To purchase ICT equipment to maintain excellent outcomes in Creative Arts now that Liskeard is a phone free school.	EFF research suggests that using ICT has a positive impact on improving learning where there is a clear rationale for it's use: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1670402590	
Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged.	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
To train and use TAs to deliver intervention programmes to support learning.	EFF research suggests using TAs to deliver targeted intervention programmes is the most effective way to deploy TAs and has a positive impact on outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	

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

Budgeted cost: 235,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of good practice set out in DfE's improving school attendance advice: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Daily phone calls to be made to any parents who have not provided a reason for absence. Phone calls and face to face contact with any student at risk of becoming persistently absent by an assigned member of support staff.	https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf This research found: on average, the association between being absent from school and KS4 outcomes is worse for disadvantaged students than their more affluent peers. The DfE guidance suggests that family engagement with schools significantly reduces persistent absence levels.	3,5
Regular in-depth analysis of behaviour points leading to early intervention and support at various levels. (Classcharts & Provision Map)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions This research shows that effective interventions reduce low level disruption and can prevent repeated cycles of suspensions that remove students from school for periods of time.	4,5
Access to alternative provision as a short term intervention to help disengaged disadvantaged students to re-engage with education.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/585550/Alternative_provision_effective_practice_and_post-16_transition.pdf This research shows that appropriate short term alternative provision can be an effective mechanism to help 'reset students' in their education.	1,2,3

Adoption of a restorative justice training for staff and intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with schools within the MAT and teacher release time.	There is good evidence that restorative practice delivers a wide range of benefits for schools. A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. An independent evaluation of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.	4,5
Careers interviews and options guidance – disadvantaged learners prioritized, and where needed, receive additional support.	Careers education is an important lever in helping students see the point of education and disadvantaged students are much more likely to become NEET. The Gatsby Benchmarks recognize this and are now statutory in all schools. https://www.gatsby.org.uk/education/focus-areas/good-career-guidance	1,5
Access to breakfast club for all disadvantaged students.	There is good evidence that eating a healthy breakfast aids concentration. https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment?utm_source=/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment&utm_medium=search&utm_campaign=site_search&search_term=breakfast 33% of Liskeard students regularly do not have anything to eat or drink before school (SHEU Survey 2019). Tutor feedback suggests that this figure has grown significantly in the current economic climate. Liskeard had the highest use of foodbanks in Cornwall.	1,5,6

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Access to pastoral support appropriate to need (Assistant Head of Year, Emotional Health and Wellbeing Champion, School Counsellor, Tas trained to support emotional health)	Public Health England the link between public health and wellbeing and attainment and the DfE investment in Mental Health Leads promotes the link between mental health and outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3, 5, 6
Wider curriculum enhancement – financial support to enable disadvantaged students to access a broad range of opportunities and experiences.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation The work of Bourdieu and other sociologists demonstrate the impact of developing cultural capital.	1,3,4,5,6
Contingency fund for acute issues, including a hardship fund for vulnerable students not eligible for Pupil Premium.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This also includes ring fencing money for a hardship fund where students and families can be supported for basic items such as uniform and equipment to allow students to access learning.	6

Total budgeted cost: £431,063

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.

Although comparisons between the 2022 leavers' data and previous cohorts should be conducted with caution, taking into account the impact of the pandemic, the average attainment 8 grade for disadvantaged students in 2022 was 3.51 as opposed to 4.36 for non-disadvantaged students. This gave a gap in attainment of 0.85. Given the caveats around comparing this cohort to previous years, the gap for the similar measures in 2019 was 0.55. However, the average attainment grade for disadvantaged students was slightly higher in 2019 than in 2022 (3.52 vs 3.51).

Over the course of the 2021-2 academic year the school has worked hard to develop its curriculum. Every faculty is now able to articulate the curriculum intent, and teachers have a much stronger understanding of spiral curriculums, developed around agreed concepts and schemas. This has already had an impact on raising attainment and this work will continue into 2022/23.

Disadvantaged students, in particular, have benefited from being taught a range of metacognitive skills, known in school as the '6 strategies for learning.' These strategies have been embedded across the school and were used consistently by Year 11 students in their revision, which had a positive impact on outcomes, as did the whole school approach to oracy. Every student in Year 7 and 8 were entered for and passed the English Speaking Board (ESB) exam, a huge achievement for all students, and in particular, the disadvantaged.

Expectations around uniform and behaviour were raised with consequences for serious incidents clearer and more consistent. A number of staff were trained in restorative justice and this approach was used successfully on a number of occasions with both disadvantaged and non-disadvantaged students to resolve conflict with a solution focused approach.