

Pupil premium strategy statement – North Leamington School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1480 (Y7-13)
Proportion (%) of pupil premium eligible pupils	16% (216/1348 Y7-12 Eligible)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	S Taylor
Governor / Trustee lead	R Matthews

Funding overview

Detail	Amount	Amount
	2023/24	2024/25
Pupil premium funding allocation this academic year	£226,361	£242,560 (est.)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£53,061	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)		£0
Total budget for this academic year	£279,422	£242,560 (est.)

Part A: Pupil premium strategy plan

Statement of intent

As a school we believe in our values of Commitment, opportunity, Respect and Excellent for all and in all that we do.

We also understand that for some students this might involve additional support, provision and care. At the heart of our PP vision is the notion of inclusivity and an holistic approach in order to ensure that students who are designated as disadvantaged are given every opportunity to achieve the same personalised goals as their non-disadvantaged peers.

This means each and every student has the opportunity for positive results, positive personal development and positive destinations in the future. The classroom (whether a subject-based one or the tutor time one) is a vital space for ensuring this inclusivity and teaching & learning is the most vital part of our students' experiences.

We put this in a wider context of ensuring World Class Basics in terms of high levels of attendance and engagement. All of this takes into account the challenging context of lockdown persisting from the Covid-19 pandemic and the lasting impact this has on student's routines, experiences, learning and outcomes.

In order to achieve these aims the following priorities have been identified for 2024/25 – this is rooted in the evidence base (including EEF documentation) and also local data including our understanding of our students on a group as well as personal level:

- Attendance maximisation
- Wave One Teaching & Learning - ensuring consistent high quality in the classroom on a daily basis
- Enhanced and adapted/personalised curriculums including IPRs (or Individual Pupil Records) for those with especial vulnerabilities
- Raising aspirations
- Even better parental engagement

Challenges

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

Challenge number	Detail of challenge
1	<p>Wellbeing and attendance - reducing the number of persistently absent disadvantaged pupils and supporting those with additional complexity of need. Pupil engagement is naturally more challenging if there is persistent absence. Attendance in 2023-24 was broadly in line with the national average for PP (83%) but confirmed for NLS what we are seeing on a national level: pronounced and profound differences in the attendance outcomes for PP students compared to non-PP students. This reflects disruption to routine and other issues brought about by COVID-19 and the amplifying impact of that on already established concerns locally and nationally. Pleasingly, and a positive reflection of the strategy, is that both PP persistent absence and PP overall attendance improved from the previous year. However, it is the key priority and challenge we continue to address.</p>
2	<p>Wave One Teaching & Learning (i.e. daily provision in the classroom) and Outcomes - significant progress has been made over the last 6 years. In that 6 year period, we have sustained performance either well-above national average for disadvantaged students (e.g. -0.2 PP P8 in 2023) or in line with national average (2024 -0.5). However, closing any internal gap (where P8 for non-PP is +0.7 in 2024) and external gap remains a committed whole-school focus. Some disadvantaged students achieve excellent outcomes in line with their non-disadvantaged peers, but some pupils do not engage as successfully as their non-disadvantaged peers. This is specifically true with regards pupils who are disadvantaged but who also have an SEND status. There are also other sub-groups whose outcomes are specifically lower than others – e.g. those with pronounced attendance issues. Such issues of disparate performance tend to be more prevalent in schools where there is a lower PP cohort size but we embrace the challenge of closing the gap none-the-less.</p>
3	<p>Curriculum Suitability and Review - based on historical experience and awareness of individual circumstance, we need to ensure for some disadvantaged pupils that there is experience of a broad and balanced curriculum but one which also takes account of the personalised need and capacity of those individuals. Individual Pupil Records (IPRs) support with this. The recent context of Covid-19 has meant that curriculum experiences for some students has been especially limited compared to their peers and therefore this needs enrichment and complement more than ever.</p>
4	<p>Raising Aspirations - some of the disadvantaged pupils at the school need active encouragement to fulfil their potential. Irrespective of prior attainment, we need to meet the challenge of those who present low aspiration and motivation. While we continue to secure extremely positive destinations and the end of both Y11 and 13 (including for students from disadvantaged backgrounds), widening participation (involving students from all backgrounds in further and higher education) remains a key part of our plan.</p>
5	<p>Parental Engagement - internal data indicates there is a need for parents of some disadvantaged students to better-engage in their child's</p>

	learning. For example, at Parent Evenings. The challenge is to engage them as a source of motivation and support to complement the approaches taken within school.
6	Managing support and provision for the increasing numbers of pupils who attract the premium – rooted in recent economic and social issues – and the associated need for increased capacity to address the above challenges.

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 attendance so that they match collectively the performance of non-disadvantaged peers and can thereby better engage with learning	<p>Be better than the national average rather than in-line with it – for the overall national as well as for comparable schools</p> <p>Significantly reduce the proportion of PP students in each year group who are classified as persistently absent or PA (<90%) and severely absent or SA (<50%)</p> <p>Significantly increase the proportion of PP students in each year group who are meeting the school target for attendance (>96%)</p>
Closing the progress and attainment gaps and ensuring positive destinations for all	<p>Increase PP attainment in each year group so that 100% of students are on track+ for their Assessment Band (Y7-9) or are on track+ for A8 (Y10-11) (which will close the progress gap)</p> <p>Over time, to close the attainment gap between PP and non-PP</p>
Improved attitudes to learning so that they match collectively the performance of non-disadvantaged peers and reflect a want to fulfil individual potential	The data demonstrates that engagement indicators/statistics are positive and on an upward trend with gaps in rewards and consequences continuing to close
Improved rewards and lowered consequences so that they match collectively the performance of non-disadvantaged peers and reflect a want to fulfil individual potential	<p>Significantly reduce the average PP consequences in each year group</p> <p>Significantly increase the average PP rewards in each year group</p>

	Close the gap between PP and non-PP student performance
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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: £95000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment and development of Pupil Premium Team – with a focus on early years and increased team capacity to meet growing need - who organise and make provision linked to the 5 strategic priorities and challenges noted above	<ul style="list-style-type: none"> Historical outcomes at NLS over the last 6 years prove it has impact See above for greater detail and below for evidence base linked to provision these staff make Anecdotal evidence from Thrive initiative - https://www.thriveapproach.com/ Contribution to historical measured outcomes - like A8 and positive destinations 	1-5
Ongoing implementation of strategies such as metacognition and feedback via our T&L Team	<ul style="list-style-type: none"> EEF Evidence Base (up to +7 affect size) Other evidence bases - such as Hattie's Table of Affect Size Contribution to historical measured outcomes - like A8 and positive destinations 	2

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

Budgeted cost: £100000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated small group and in-class support of targeted students for English and Maths - funding of HLTAs	<ul style="list-style-type: none"> • Internal data and QA in EM • EEF evidence base (+4) • Contribution to historical measured outcomes - like A8 and positive destinations 	2
Enhanced Curriculum opportunities - including sessions on meta-cognition, student leadership, additional CEIAG, peer mentoring	<ul style="list-style-type: none"> • EEF evidence base (including metacognition with affect size +7) • Hattie's Table of Affect Size • Historical provision and review. This is including, for example, the proportionate allocation (versus historical under-representation) of Disadvantaged students to Student Leadership posts - achieved after training and usual application processes • Contribution to historical measured outcomes - like A8 and positive destinations 	3, 4
Intervention and tutoring in targeted subject areas with mentors as part of personalised programmes to differentiate, enhance and adapt curriculum experiences (e.g. Dare to Dream, TUTE, Y11 Caseload Worker AV)	<ul style="list-style-type: none"> • EEF Evidence Base (+4) 	2
Literacy Interventions - complementing access to Accelerated Reader in Y7-8	<ul style="list-style-type: none"> • EEF (and other) Evidence Base (+6) • Impact on RA (Reading Age) scores • Contribution to measured outcomes - like A8 and positive destinations 	2

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

Budgeted cost: £52560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of caseload to Family Liaison Manager to support engagement and wellbeing in order to supplement other Parental Engagement approaches undertaken by PP Team.	<ul style="list-style-type: none"> • EEF evidence base +4 • Internal data - including, for example, engagement with parental consultations • Contribution to measured outcomes - like A8 and positive destinations 	1, 5
Personalised provision of resources that support engagement and wellbeing (eg equipment, celebration events, music lessons) and funding for engagement with enrichment activities.	<ul style="list-style-type: none"> • Internal evaluations of provision using proforma which is triangulated with student voice and other qualitative feedback • Contribution to measured outcomes - like A8 and positive destinations 	1-4
Increased time commissioned from Educational Psychologist resource to support evaluation of students' needs and recommended strategies in line with graduated response	Assess, plan, do, review process in line with recommendations in line with graduated response. https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send	1,2

Total budgeted cost: £242,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Y11 GCSE Attainment and Progress 8 outcomes show that this group of students achieved in-line with or better than (and sometimes markedly better than) the national average for disadvantaged pupils from 2019-2024, albeit not as well as their non-disadvantaged peers.

The confirmed P8 for disadvantaged students is -0.5.

This is in-line with the national average and part of a 6 year sustained trend for the disadvantaged cohort.

In a context of sharp regional disparity for PP outcomes, putting performance in this context is also important and NLS's performance is above the average for Warwickshire – latest county-wide data reported at -0.7 for PP.

We put our Y11 Attainment and Progress 8 in to a holistic context whereby we see these outcomes (and the associated positive destinations) as a reflection of the strategy provision which starts in Y7 and which addresses both the pastoral and academic needs of each student.

While there is this very clear positive, a key focus is on our attendance outcomes – which is only broadly in line with national average for PP at 83%. We know that when our PP students are in lessons they do very well indeed. Hence the key strategic focus (and first challenge noted above in this document) being on improving attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Students received personalised support according to need - including additional CEIAG support and academic mentoring.

The impact of that spending on service pupil premium eligible pupils

100% of these students were successful in progressing successfully with a positive academic profile.

Further information (optional)

We believe firmly in our approach to the provision for disadvantaged students and root this in a clear theory as well as evidence base - making use of perennial concepts such as those outlined by Maslow but also the evidence base such as that provided by Hattie and EEF. We are acutely aware that those students who are referred to as disadvantaged (the term supplied for schools) come from a range of backgrounds and that support has to be personalised according to need. That said, we are clear in our view that self-actualisation and academic success founds upon the provision of effective affective provision for all.



- 6 years ago we re-defined our vision – which built on elements of what went before then
- It focused more on the preventative as well as the historically reactive whereby efforts were largely focused on one year group in particular
- As such, KS3 and Y10 as well as Y11 were a focus
- There was a new emphasis on the affective (pastoral) as well as the academic
- With a belief in winning “hearts” and then winning “minds” – relationships, relationships, relationships - we believe we are taking the logically and morally right approach
- We aim always for equality of opportunity and aspire to an equality of outcome