



Lyng Hall School Disadvantaged Student Update 2020 - 2021

The disadvantaged student funding is a Government initiative designed to target resources on those pupils deemed to be the most at risk of not succeeding. The money is provided for those pupils who have been on free school meals at any point over the last 6 years [Ever6] or those children who have been looked after continuously for at least 6 months [CLA]. Neither the government or any government agencies have dictated how the money should be spent, however the money should be used to promote strategies which raise the attainment of our disadvantaged students. The gap widened significantly in 20/21 (CAGS) and this suggests that disadvantaged students were disproportionately affected by the pandemic and time out of the classroom.

The breakdown of Pupil Premium pupils at Lyng Hall 2020-2021.

	F	M	Total
Year 07	30	38	68
Year 08	42	31	73
Year 09	25	41	66
Year 10	34	30	64
Year 11	35	34	69
Total	166	174	340

Barriers to educational achievement for disadvantaged students

This report highlights the steps taken to address the barriers that disadvantaged students may face in their educational experience. The key areas the school strives to overcome are improving engagement in school and removing financial barriers to learning.

Strategies for narrowing the gap- a brief overview.

Lyng Hall School is a relatively small secondary school with about 850 students from Year 7 to Year 13. The school is located in the Upper Stoke ward of Coventry, where 30% of children live in poverty after housing costs. 34% of students at Lyng Hall School are in receipt of free school meals (FSM) and 43% are eligible for Pupil Premium funding. There are over fifty languages spoken in the school, with 44% of students speaking English as an additional language and 61% of students being of black, Asian or minority ethnic heritage.

In order to raise the achievement of students, a diverse approach, with training, small classes, specialised training, assigned staffing, understanding an application of methods to address working memory deficit due to high ACEs, resourcing to overcome low literacy levels and language acquisition focus on the needs of children in this specific catchment. Tracking of language, comprehension, reading data, attendance, results, case studies of specific early help interventions all add to the programmes we offer, that make children want to come to school and receive the support we can give.

Results Attainment and progress Summer 2021

Year 11 had 69 disadvantaged students. (66 in the Performance Indicators Cohort)

	2019 Gap	2020 Gap	Non PP	PP	2021 Gap	Trend
Progress 8	-0.29	+0.08	0.60	0.45	-0.15	
4+ "Basics" (End Ma)	+9%	-7%	60%	38%	-22%	

The gap widened in 2021 when compared to 2020. The legacy of Covid for many disadvantaged students is 18 months of low academic engagement and a widening attainment gap was seen nationally. To address this, DA students will be a top, whole school priority in 21/22.

Pupil premium funding and Spending

The total funding received by Lyng Hall for 2020 – 2021 is shown below.

Funding Stream	Amount
Disadvantaged Student Allocation	£295,838
19/20 Carry Over	£0
Catch Up	£60,080
TOTAL	£ 355918

Cost Centre	Total Spend
Foundation teacher salaries + on costs	£77,300
Foundation support staff salaries + on costs	£50,000
SAIL centre staff + on costs	£55,000
1 x support staff for Supported learning	£26,555
Food etc to support students	£40 000
School contribution to Ed Visits	£2256.16
Ed Books to support students	£2667.35
Educational Other Expenditure	£6559.41
Apps and licences	£34,930.7
PIXL	£6370
Literacy resources inc photocopying	£1908.84
TEFL staff salaries + on-costs	£52,426
Total	£355,973.46

Impacts of Spending and expenditure Review

Details of all impact of spending are in the table below.

Priority	Strategies used to Narrow the gap	Expense	Staff leading	Desired Outcomes	Objective	Impact	Potential Impact (Sutton Trust toolkit 2017)
Closing gaps, metacognition and cognitive support. Targeted curriculum and exam intervention.	PIXL strategies , including; exam support resources; PiXL subject support; assessment tools; Apps; PiXL Endurance; PiXL Independence; PiXL Stamina; Gaps and Growth; Loric; Think it.	PIXL membership	RSL David Smith PIXL membership.	Raise attainment in Maths and English. Improve Progress 8 Reduce the gap between PP and non-PP students.	To ensure all students have a range of intervention strategies to ensure gaps are closed. To develop quality teaching.	PIXL V1-3 students identified in core subjects and Hums including matching of English and Maths. V1-3 students embedded in monitoring calendars of directorates e.g. drop-ins/observation See reading ages and data collection, evidence of work samples etc PIXL Reading launched January- led by SGa PIXL Feed Forward and Gaps and Growths being used by Science, English, Maths and Hums. PIXL Step Up and	+6 months for feedback + 7 months for metacognition and self-regulation

						Unlock- SS	
Improving access to curriculum linked to memory retention including improved homework opportunities.	Access to technology	Apps	Lynn Kingston	Improved access to technology including; additional computer access in classrooms and Sixth Form Centre. Show my Homework, SAM learning, Century Tech, Seneca, learning platforms used to assess and personalise support.	To provide quality apps that are concise and support cognitive load.	All pupils have access now. SAM Learning, Century Tech, Seneca all purchased and used routinely to set homework. All students and PP students usage is reported to parents on reports. Parents have access to all sites..	+ 5 months
Reducing anxiety and isolation of students in difficult circumstances.	Deployment of Associate Teachers Children and family work	AT safeguarding	Chris Green/Pat Grainger	PIXL Endurance Mentoring to reduce exam anxiety and improve confidence/resilience in exam performance. Parental engagement.	To ensure all children, especially those with support that is impacted, receive a nurturing experience.	No exams, however, significant mentoring of students having to deliver intensive. Continuous assessment. PP students achieved positive P8 overall.	+ 4 months for social and emotional learning +4 months Teaching Assistant Interventions +4 months for parental engagement
Intervention, resources and extra academic support.	Period 6 After school Enrichment/catch up/homework club/breakfast club	AT Resources	Lynn Kingston Breakfast cost Show my Homework	Targeted PP attendance to P6/Homework club/breakfast club. PP students increased access to supported	To ensure equal opportunities for all students, to overcome any deficit in	After school clubs disrupted by Covid throughout 202. However, engagement of students with their learning and	+ 3 months Extending school time

				<p>home learning, ICT and revision sessions. Reward points to incentivise and encourage attendance to P6 sessions - half termly prize for attendance to 11 P6 sessions.</p> <p>PP students increased subject confidence.</p> <p>PP students up to date with work.</p>	<p>their own experiences.</p> <p>To provide academic support.</p>	<p>continuous assessment during the summer term was excellent. Lots of 1:1 support provided</p>	<p>+4 months Teaching Assistant Interventions</p> <p>+5 months for Homework</p>
<p>Removing barriers for children with ACEs.</p> <p>Ensuring well being and removal of anxiety/ dealing with fight or flight response.</p>	<p>Supported Learning and Intensive Learning Provision</p>	<p>AT SL</p>	<p>Chris Green</p>	<p>Refocussing students who are at risk of disaffection and possible exclusion.</p> <p>Supporting students who are experiencing social/emotional personal issues.</p> <p>Supporting students who are at risk of falling behind.</p>	<p>To ensure students who find the learning requirements difficult because of ACEs begin to understand how to learn and have the emotional support and resilience developed.</p>	<p>A lot of these measures disrupted by covid. However, students received small group mentoring and even full-time tuition in some cases.</p> <p>Attendance and motivation of students was maintained.</p> <p>The 19 students with the most significant issues (CIN plans etc) achieved P8 of -0.29 (-0.57 in 2020) All 52 PPI P8 +0.45 non-PPI +0.6. Significantly closed gap</p>	<p>+ 2 months Reducing Class Size</p> <p>+ 4 months Targeted academic support including small group tuition</p> <p>+ 4 months Teaching Assistant Interventions</p> <p>+ 4 months Behaviour interventions</p>

						on previous year -0.14 and +0.7	+ 2 months Mentoring + 4 months Social and emotional learning
Improving transition and readiness for school.	Transition Year 6-7	Educational Resources	Lynn Kingston Debbie Hensman	Director of KS3 to visit all Primary feeder schools to meet students/staff and identify student needs/vulnerability. PP vulnerable students visit LH prior to transition to familiarise and build confidence. Invited to a Saturday morning session where students/parents meet SENCO and Associate Teachers.	To ensure students are well-prepared for transition and anxiety is removed.	Transition plans affected by covid. All PP students in Y6 coming to LH invited to summer school, 50 attended. Special transition day in September. Support staff assigned to vulnerable students. Y7 progress by Christmas shows PP students performing as well as non PPI In Assessment the following % of students are at or above target. English PP 67. Non PP 53 Maths	+ 4 months

						PP 77. Non PP 88 Science PP 61. Non PP 58 Attendance PP = 91%. Y7 = 93%	
A nurturing provision for students with high level of need, including SEND.	Foundation Directorate Highly personalised curriculum. Small class sizes, with high staff: student ratio. One-to-one and small group provision. Involvement of external agencies.	AT Educational resources	Chris Green	Improved attainment of PP students in line with non- PP peers. Students reintegrated into main school provision. Foundation students participate in a range of opportunities and experiences to raise aspiration.	To ensure a nurturing environment with small groups and additional support so specialist needs are met on the educational journey.	The curriculum has been developed to embed the different areas required and show a more cohesive journey for Foundation students. Students had a very successful trip to the Albany theatre. The curriculum is delivered in themed blocks with an event at the end e.g. Mad Hatters tea party / world war 2 VE day celebration. Each term the theme is based on a book. Attendance of these students averaged 92% compared with 94% for the whole school	+4 months Individualised Instruction + 6 months Feedback +5 months Homework +5 +7 months Metacognition and Self-Regulation +2 months Reducing Class Size + 4 months Targeted academic support including small group tuition

						<p>Positive points averaged 573 compared with 523</p> <p>Negative points averaged 7 compared with 8.8 and attitude to learning averaged 3.5 compared with 4.1</p> <p>These are some of our most vulnerable children.</p>	
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Dear Mr Green,

I feel compelled into sending this email to express both huge gratitude and praise to all staff associated with the foundation unit, sentiments which were echoed loudly by the Independent Educational Psychologist commissioned to identify any extra support, my son may need.

He is one of 3 independent specialists who have all remarked and documented, the need for Riley to be in a facility such as this and indeed the remarkable progress seen in him since attending.

Riley was at a Pivotal stage in transitioning in terms of education and setting, one with very few options open to us and with a very real risk of him being without an education, certainly one where he would be safe and also to avoid him regressing.

The Foundation Unit and all the staff have not only ensured this is not the case but have shown a great level of understanding of his various needs enabling him to thrive beyond our expectations.

All too often, schools, teachers and supporting staff, bear the brunt of various previous failings or parents only contact when they have a problem and/or a complaint. Seldom do they get the recognition for what is such an important and I imagine, incredibly hard at times job role when they get it right and in such a spectacular way.

With mainstream not being appropriate for Riley nor Specialist quite fitting the bill, there are very few facilities catering to those like Riley that fall somewhere “inbetween” if any in fact. I know after my own intense research and dealings with many different professionals in searching for the right place for him, I have not come across another that operates in quite the way as this and conclude that you are somewhat of a Beacon leading the way forward in this much needed area. I would be grateful, therefore, if you could pass on my sentiments to all who make this possible.

Kind Regards and much appreciation.

G B
(Parent of R M 7I)

Provision for students at high risk of exclusion.	Safe, Acceptance, Inclusive Learning Centre (SAIL). Highly personalised learning environment. High staff: student ratio	AT SAiL	Chris Green Cost of 1 Senior AT £26,544	Refocussing students who are disaffected and at risk of permanent exclusion. Individualised provision to improve progress and outcomes. 'Edulounge' used to support home learning. All Year 11 students engaged in positive destinations.	To provide a nurturing experience for children at risk of exclusion who struggle with the demands of education because of external forces.	No Neets from this group last year. No permanent exclusions. The 7 Y11 students all achieved grades in English language & literature, Maths, double science, geography, RE and Childcare. 2 students achieved a merit in music technology Av P8 -0.4 compared to -1.3 in 2020 All students exceeded their FFT20 target in at least one subject	+ 4 months Behaviour interventions + 2 months Mentoring + 4 months Social and emotional learning +2 months Reducing Class Size
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Provision for students newly arrived with basic language acquisition.	<p>Teaching English as a Foreign Language (TEFL). Bespoke provision delivered by teachers who speak Romanian, Slovakian, Polish, Russian.</p> <p>Positive Youth Foundation (PYF)</p>	<p>External provision</p> <p>Specialist resourcing</p>	<p>Vanessa Priest.</p> <p>Staffing. Resources</p>	<p>TEFL PP students acquire English skills and are successfully integrated into mainstream lessons.</p> <p>TEFL PP students make good progress and achieve good outcomes.</p> <p>PYF support the settling and integration of TEFL students, (including refugees and asylum seekers), into school.</p>	<p>To provide a nurturing environment for newly arrived (including migrant children) who require additional support to ensure they settle, understand the new environment and can access education.</p>	<p>Healthcheck visit shows successful provision in this area.</p> <p>TEFL Readingwise Impact</p> <ul style="list-style-type: none"> - Average is 11 months duration (time on programme) -key evidence form available showing activities that are undertaken. 	+ 7 months
Literacy							
Strategies for overcoming reduced literacy.	<p>Accelerated Reader</p> <p>Talk 4 Writing</p> <p>Myon Digital library</p> <p>Reciprocal Reading embedded across the curriculum</p> <p>Readingwise</p>		David Smith	<p>Targeted intervention with Year 7 lower ability students 'catching-up' to improve literacy and handwriting skills.</p> <p>Expose readers to a range of reading materials and develop comprehension skills.</p>	<p>To enable those who have limited literacy levels, due to environmental factors that limit exposure to or provide confident support for</p>	<p>Headlines from last academic year based on NGRT:</p> <p>Year 8 positive of 4 months</p> <p>Year 9 positive of 1 year</p>	+ 7 months

	NGRT testing			To improve reading skills, vocabulary, writing, and comprehension skills are embedded across the curriculum.	educational gaps.	Year 10 positive of 2 months <ul style="list-style-type: none">- All Year Groups had a positive residual from NGRT test window (Sept-July) although lower than pre-covid.- Current Year 10 have a 71 per cent improvement which is only 1 per cent lower than last time students were tested outside of Covid conditions.- Pupil Premium students made overall positive progress especially in Year 10. PP and SEND in Year 8 and 9 went up one of the highest groupings of all student bodies.	
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						<ul style="list-style-type: none"> - SEND positive in Years 7-9. - PP and SEND in Year 9 are positive but not to the same extent as pre-Covid. - Key intervention needed with Year 7. (To be addressed by review of support roles) 	
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Continuing Professional Development (CPD)

Understanding and addressing cognitive overload with regards memory retention.	Responsive Teaching strategy Assessment Cognitive Load Theory		Paul Green/Cathy Smith/Kylie Ingram CPD sessions, including MAT training days;	FAR assessment policy implemented across whole school. Purple assessment books demonstrate student progress.	To ensure teachers and all staff are aware of the barriers to learning that children experience in	Feedback policy. Work scrutiny of pp and SEND a focus, examples of quality of the work in these areas	
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	First Wave quality teaching.		<p>Teach Meet session; In-house CPD programme; Sharing Success.</p>	<p>Cognitive load theory used in all curriculum areas to ensure students are not overloaded with unnecessary information.</p> <p>Development of retention and recall strategies, and questioning.</p> <p>PP students are prioritised in class; e.g., seating plans; marking PP students books first; questioning PP students.</p>	<p>relation to trauma and the impact upon learning and socialisation.</p>	<p>and targets set for improvement.</p> <p>Sharing Success of diagnostic questioning show whole school focus of good quality questioning to raise understanding and recall as per whole school strategy.</p> <p>Seating plans available for each class that shows pp and SEND students.</p>	
Specialised need for students with SEND.	Additional SENCO's	SENCO training	Chris Green	<p>Director of Foundation; Deputy Director of Foundation, and the Director of KS4 are all trained SENCO's.</p> <p>PP students with SEND are supported and making progress when compared to non PP SEND.</p> <p>Parents and external agencies are involved. EHCP plans are in place.</p>	<p>To ensure expertise is embedded in the actions we take for vulnerable students.</p>	<p>Data is available which shows that the progress of send students in all year groups is much closer to the cohort than in previous years.</p> <p>Progress is measured and reviewed termly.</p> <p>Attendance and behaviour are analysed and reviewed weekly (Data available).</p>	+ 4 months

<p>Ensuring LAC and Young Carers are supported and receive additional input.</p>	<p>LAC/PLAC Young Carers Champion</p>		<p>Chris Green</p>	<p>Each LAC child receives at least one-to-one tuition once a week focussing on progress in English and Maths. All have a Key Worker to support emotional/social needs. Support from virtual school and University tutors to raise aspiration. A designated AT has responsibility for LAC/PLAC support and works with them in a Boomerang mentoring group. Senior AT delivers the Thrive Programme.</p>	<p>To ensure all children feel safe, secure and nurtured in the school setting, especially those with additional barriers.</p>	<p>LAC/PLAC attendance is good. LAC/PLAC students are making expected progress.</p> <p>LAC/PLAC students participate in a range of opportunities and experiences to raise aspiration. E.g. animation course, horse riding.</p> <p>All LAC/PLAC students are engaged in positive destinations at the end of KS4.</p> <p>Newly appointed DoE co-ordinator will encourage all LAC to participate.</p> <p>LAC students stay on in the sixth form.</p> <p>A Governor has been appointed to take a special interest in SEND and LAC</p>	<p>+ 4 months</p>

Enrichment							
Engagement with education and work opportunities post 16.	CEIAG	AT careers	Lynn Kingston Zainal Ahbedin Funding for visits Guest speakers Transport costs	School Careers Advisor will ensure that all PP students will receive impartial advice and guidance so that informed pathway choices can be made. In order to raise aspiration all PP students will participate in a range of inspirational CEIAG opportunities including Career Ready, Employability Skills, and Basset Law. All students in Year 10/12 will participate in work experience.	To ensure all children have access to high quality enrichment and expertise for next steps.	Provision map ensure that all PP students engage with a range of inspirational opportunities designed to raise aspirational. Evidence of mapping available. At the end of KS4 all PP students have positive destinations. No NEET'S Data available in Jan Govs report detailing positive feedback from students and employers from a range of activities.	+ 2 months
Careers advice and wider opportunities.	STEM	Educational resources	Lynn Kingston Barbera Cimadoro/Alex Anghel	Increase PP student awareness and participation in STEM subjects. Increased PP attendance to Science Club. PWC 'Teach She Can' programme piloted prior to being rolled out nationally.	To ensure all children have access to high quality enrichment and expertise for next steps.	Covid restrictions have prevented some activity. PP students well represented I science club Smallpeice Trust have been working with students in school.	+4 months

						34 PP Girls took triple science. Average progress 8 for all subjects +0.6	
Parental engagement and support of well being for young people and their families.	Parental engagement		Chris Green/Pat Grainger	Designated AT to work with hard to reach PP families providing support including CAB advice; building positive relationships. Structured conversations involving PP hard to reach families. Phone calls made for all PP students/parents to attend parent evenings. Hot food served at parents evening to encourage PP attendance.	To ensure parents are supported and have a good link to the school so partnerships to develop the children are forged.	COVID has had a negative impact of parent attendance at school and home visits. However, good engagement with online parents evenings and targeted phone calls made to parents where there is concern.	+ 4 months
Wider enrichment opportunities. Provision of basic essentials for access to education.	Funding for educational visits/uniform/equipment/revision guides.	Educational resources	Paul Green Funding for uniform, visits, transport, and revision guides.	Assistance with school uniform costs. Funding for school visits/trips to enable inclusion. Revision guides for KS4.	To ensure all children have the equipment necessary for success. To provide enrichment opportunities to further aspiration.	Sense of belonging/fitting into the school communion All students receive revision guides in key areas, so they can access written material. A number of apps have been purchased to further engagement and use of retention material -	+ 4 months

						Century Tech, SENECA. Laptops issued to pp students. Student laptop list available. Excellent feedback from “cost of the school day” regarding our support for PP students	
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Measures:	19/20	20/21
Disadvantaged P8 Score in Maths	-0.11	0.32
Disadvantaged P8 Score in English	-0.61	-0.05
Disadvantaged P8 Score EBACC element	0.03	0.61
Disadvantaged P8 Score Open element	-0.03	0.73
Overall Disadvantaged P8 Score	-0.14	0.45
Higher ability disadvantaged students	-0.54	0.90
Middle ability disadvantaged students	0.13	0.52
Lower ability disadvantaged students	-0.32	0.31
Basics Measure % 9-5 En & Ma disadvantaged	18%	25%



[Plan of Expenditure for 21/22.](#)

21/22 expenditure will be laid out in the new type 21/22 Pupil Premium strategy statement which is available on the Lyng Hall website.