

Lyng Hall School Pupil premium strategy statement 2022 - 23

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	Lyng Hall School
Number of pupils in school (Yr 7-11)	920
Proportion (%) of pupil premium eligible pupils	43.88%
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	Sep 2023
Statement authorised by	Paul Green
Pupil premium lead	David Smith
Governor / Trustee lead	Ghulam Vohra

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,989
Recovery premium funding allocation this academic year	£61,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Catch up premium funding carried forward from previous year	£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	£358,189

Part A: Pupil premium strategy plan

Statement of intent

“The teachers do the most to make you feel safe and supported and we feel loved.” – Year 8 Foundation Student

Lyng Hall School has a varied cohort that requires the diverse approach that has been created with specialist departments to support the specific needs. As outlined in The Pupil Premium: How Schools are spending the funding successfully to maximise achievement, Lyng Hall School including:

- A focus on pupil premium students with clear and robust performance management so discussions about progress of key pupils is at the forefront of teaching and learning. Addressing cognitive load and impact that ACEs or any experience that limits the ability for the working memory to function at optimum level is the key to success. Therefore, as listed below research evidence is used to focus high quality teaching and learning, quality assurance and pastoral care in those activities most likely to improve outcomes.
- All staff, and especially the pastoral team, are highly trained and understand their role in helping pupils to achieve. Relationships with families to ease cost of living, facilitate involvement with external agencies and a systematic approach to data means that targeted intervention supports our most vulnerable students. Removing barriers is at the heart of the work that designated staff complete – children and family work, specialised areas which provide small group focus, a team that can work with families and students to overcome barriers, experts for SEND, language acquisition and for safeguarding all feature highly and have been commended to ensure there is scope for future opportunities.
- Understanding that day to day teaching meets the needs of each learner and that subject teachers understand whom were eligible for pupil premium is at the heart of , teaching and learning, CPD, performance management and quality assurance in Mainstream, Foundation and SAIL. Adapting the needs to the students we have, with specialised centres of learning, such as Foundation, TEFL, SAiL, supported learning, all cater for the needs of targeted children under the pupil premium need. Specific CPD to ensure staff are well-trained and knowledgeable around the needs of specific children and feel supported to deliver quality experiences is vital. The Pastoral Year Team which include two safeguarding leads, SEND specialists, well being and understanding the needs of vulnerable children, alongside teachers trained on the needs of a child with ACEs allows the continued understanding of how to remove barriers. “The Foundation teachers support and care for the students in Foundation” – Year 11 Foundation Student.

Ultimately, the focus has to be that the attainment gap narrows, but alongside that, that the child develops a successful journey through school, continues to a successful destination after key stage 4 and feels well supported themselves or with their families. All children deserve a rich cultural capital, enrichment opportunities, increased capacity to access opportunities that would otherwise be closed to them.

“I enjoy playing an instrument because I get to learn something new, it's also enjoyable. Whenever I play, it relaxes me and calms me down.” – Student in receipt of funded Music Lessons.

“Reading in form time, just allows my imagination to take off” – Year 9 PP student on Reading Tutor Programme.

Challenges

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

Challenge number	Detail of challenge
1	Students who are level 4 need and therefore are open to a number of disadvantages due to their situation historically underperform. These students are open to a number of barriers, such as open to social care, vulnerabilities around their home situation and a lack of stability therefore support around living conditions and stability need addressing to level the opportunities.
2	Students who are subject to adverse childhood experiences (ACEs) struggle to retain knowledge due to extraneous load in their cognitive function. Trauma sensitive education is a factor in children who behave with regards a fight or flight response and therefore do not have the capacity to regulate emotions ready to learn.
3	A number of students, newly arrived to the country, including migrant children, need family support, education around safety and to be taught reading, writing and speaking. These students require cultural capital, vocabulary and living securely in a new country.
4	Literacy levels on entry to the school are low, with reading ages below expectations, in September Year 7 arrived with the lowest reading age of 5 years, 10 months, low vocabulary levels due to disadvantage and gaps in numeracy.
5	SEND level of need is higher than average, with students in each year group requiring specific interventions to support their development.
6	Parental engagement varies, with reduced participation in parents whose child has a higher level of need. Creating engagement from parents or carers to ensure outcomes improve and students are encouraged to engage in enrichment and extended 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
Attainment gap to narrow.	21/22 data shows a narrowing of the gap in P8 scores between DA and non DA students.
Students with ACEs are well supported, with a multi agency approach.	Case studies show actions and outcome. LAC reports for children for governors show intervention and LAC experiences.
Newly arrived students improve their levels of literacy and show progress against targets set.	NASSEA scores improve with regards proficiency.
Levels of literacy to improve, including reading ages.	Reading ages show improvement with regards closing the gap and chronological age.
The gap for students with SEND is reduced. Literacy levels are improved.	Successful records of parental feedback linked to ECHP and structured conversations. Reading wise, spelling wise and NGRT test show improved reading scores.
Increased parental engagement. Increased up of online apps and inclusion in enrichment activities.	Evidence of structured conversations. Case studies record successful interventions. App usage increase.

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.

“Mr Hosten gives me extra time, lets me take pictures of the board, explains and models things but he’s also really kind. It absolutely means I make more and more progress each lesson.” Year 10 PP Autistic student.

Teaching (for example, CPD, recruitment and retention)

Budget: 4 x additional teachers and 3 x support staff = £250 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Foundation Directorate</p> <p>Provision within each year group for very vulnerable students</p> <p>Highly personalised curriculum. Small class sizes, with high staff: student ratio. One-to-one and small group provision. Involvement of external agencies.</p>	<p>EEF Guide to the Pupil Premium Individualised Instruction + 4 months</p> <p>“Quality Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” –</p> <p>EEF T&L Toolkit – Feedback +6 months</p> <p>Homework +5 months</p> <p>EEF T&L Toolkit – Metacognition and Self-Regulation + 7 months.</p> <p>EEF T&L Toolkit Guide to the Pupil Premium– Reducing Class Size + 2 months</p> <p>EEF Guide to the Pupil Premium – targeted academic support including small group tuition + 4 months</p> <p>EEF T&L Toolkit – small group tuition + 4 months</p>	<p>1, 2, 4, 5</p>
<p>Safe, Acceptance, Inclusive Learning Centre (SAIL).</p> <p>Provision for students at risk of permanent exclusion</p> <p>Highly personalised learning environment. High staff: student ratio Emphasis on positive relationships and SEL</p>	<p>EEF T&L Toolkit Guide to the Pupil Premium– Reducing Class Size + 2 months</p> <p>EEF Guide to the Pupil Premium – targeted academic support including small group tuition + 4 months</p> <p>EEF T&L – Teaching Assistant Interventions +4months</p> <p>EEF T+L Toolkit – Behaviour interventions +4 months</p> <p>EEF T+L Toolkit – Mentoring +2 months</p> <p>EEF T+L Toolkit – Social and emotional learning +4 months</p> <p>EEF Guide to Pupil Premium – Reducing Class Size +2months</p>	<p>1-5</p>

<p>Teaching English as a Foreign Language (TEFL).</p> <p>Bespoke provision for up to 40 pupils across all years who arrive unable to speak English, delivered by teachers who speak Romanian, Slovakian, Polish, Russian.</p>	<p>EEF Guide to the Pupil Premium Individualised Instruction + 4 months “Quality Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” – EEF T&L Toolkit – Feedback +6 months Homework +5 months EEF T&L Toolkit – Metacognition and Self-Regulation + 7 months. EEF – T&L Toolkit Small group tuition +4months EEF – T&L Toolkit Individualised Instruction + 4 months EEF T+L Toolkit – Mentoring +2 months EEF T+L Toolkit – Peer tutoring +5 months EEF T+L Toolkit – Parental Engagement +4 months</p>	<p>1-6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54 805

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of Associate Teachers</p> <p>Children and family work.</p> <p>Positive relationship building.</p>	<p>EEF T+L Toolkit – Teaching Assistant Interventions +4 months EEF T+L Toolkit – Behaviour interventions +4 months EEF T+L Toolkit – Mentoring +2 months EEF T+L Toolkit – Social and emotional learning +4 months EEF T+L Toolkit – Parental Engagement +4 months</p>	<p>1, 2, 3 and 6</p>
<p>Accelerated Reader</p> <p>Talk 4 Writing</p> <p>Myon Digital library</p>	<p>EEF T+L Toolkit – Mentoring +2 months EEF T+L Toolkit – Peer tutoring +5 months EEF T+L Toolkit – One to one tuition +5 months</p>	<p>2, 4 and 5</p>

<p>Reciprocal Reading embedded across the curriculum</p> <p>Readingwise</p> <p>NGRT testing</p>	<p>EEF - Using Digital Technology to Improve Learning: Evidence Review December 2019</p> <p>EEF T&L Toolkit – Feedback +6 months</p> <p>Homework +5 months</p> <p>EEF T&L Toolkit – Metacognition and Self-Regulation + 7 months.</p>	
<p>Supported Learning and Intensive Learning Provision</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>Liaison with parents</p>	<p>EEF T+L Toolkit – Teaching Assistant Interventions +4 months</p> <p>EEF T+L Toolkit – Behaviour interventions +4 months</p> <p>EEF T+L Toolkit – Mentoring +2 months</p> <p>EEF T+L Toolkit – Social and emotional learning +4 months</p> <p>EEF T+L Toolkit – Extending School time +3 months</p> <p>“Wider strategies relate to the most significant barriers to success in school, including attendance, behaviour and social and emotional support” – EEF Guide to the Pupil Premium</p>	1-6
<p>School Careers Advisor will ensure that all PP students will receive impartial advice and guidance so that informed pathway choices can be made.</p> <p>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.</p>	<p>“Wider strategies relate to the most significant barriers to success in school, including attendance, behaviour and social and emotional support” – EEF Guide to the Pupil Premium</p> <p>EEF T&L Toolkit – Arts Participation + 3months including targeted academic support</p>	1

<p>All students in Year 10/12 will participate in work experience.</p>		
<p>PiXL strategies, including; exam support resources; PiXL subject support; assessment tools; Apps; PiXL Endurance; PiXL Independence; PiXL Stamina; Gaps and Growth; Loric; Think it.</p>	<p>EEF T&L Toolkit – Feedback +6 months Homework +5 months EEF T&L Toolkit – Metacognition and Self-Regulation + 7 months. EEF – T&L Toolkit Small group tuition +4months EEF – T&L Toolkit Individualised Instruction + 4 months</p>	<p>2,4 and 5</p>
<p>Period 6 After school Enrichment/catch up/homework club/breakfast club – using the best teachers aimed at the most vulnerable</p>	<p>EEF Guide to the Pupil Premium – Targeted academic support EEF T+L Toolkit – Extending school time +3 months EEF T+L Toolkit – Teaching Assistant Interventions +4 months EEF T+L Toolkit – Physical Activity +1 months EEF T+L Toolkit – Social and emotional learning +4 months EEF T+L Toolkit – Arts participation +3 months <i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support” – EEF Guide to The Pupil Premium</i></p>	<p>1-5</p>

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

Budgeted cost: £53,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing lead PYC	<p>EEF T+L Toolkit – Behaviour interventions +4 months EEF T+L Toolkit – Mentoring +2 months EEF T+L Toolkit – Social and emotional learning +4 months</p> <p>“Wider strategies relate to the most significant barriers to success in school, including attendance, behaviour and social and emotional support” – EEF Guide to the Pupil Premium</p>	1, 3 and 6
<p>Parental engagement</p> <p>Designated AT and PYC to work with hard to reach PP families providing support including CAB advice; building positive relationships.</p> <p>Structured conversations involving PP hard to reach families.</p>	<p>EEF T+L Toolkit – Social and emotional learning +4 months EEF T+L Toolkit – Parental Engagement +4 months</p> <p>“Wider strategies relate to the most significant barriers to success in school, including attendance, behaviour and social and emotional support” – EEF Guide to the Pupil Premium</p>	1, 3,5 and 6
LAC/PLAC Young Carers Champion	<p>EEF T+L Toolkit – Mentoring +2 months EEF T+L Toolkit – Peer tutoring +5 months EEF T+L Toolkit – Parental Engagement +4 months</p> <p>“Wider strategies relate to the most significant barriers to success in school, including attendance, behaviour and social and emotional support” – EEF Guide to the Pupil Premium</p>	1, 2, 5 and 6

<p>Responsive Teaching strategy</p> <p>Assessment</p> <p>Cognitive Load Theory</p> <p>Frist Wave quality teaching.</p>	<p>EEF Guide to the Pupil Premium Individualised Instruction + 4 months</p> <p>“Quality Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” –</p> <p>EEF T&L Toolkit – Feedback +6 months</p> <p>Homework +5 months</p> <p>EEF T&L Toolkit – Metacognition and Self-Regulation + 7 months.</p> <p>Walkthrus implemented across the school.</p> <p>Reading age improvement based on Readingwise, AR and NGRT</p>	<p>1,2, 4 and 5</p>
<p>Transition</p> <p>Year 6-7</p> <p>Significant time spent by staff in primary schools working with disadvantaged students in preparation for them joining us in Y7</p> <p>Y11 – Y12</p> <p>Advice and counselling for PP students re the correct pathway for them at 16+. Revision of our own L2 and L3 courses to accommodate need.</p>	<p>Transition is a tricky time for all children but it will be especially challenging this year. A good transition can mean the difference between floundering and flourishing. As such it is crucial to get it right. Most research into transition recognises that transition puts enormous demands on to children – socially, linguistically, emotionally, academically and practically. Some children will inevitably find transition more difficult than others, however this can be mitigated if transition is a priority.</p>	<p>1-6</p>
<p>Admission processes,</p> <p>Recognising that most of our in year admissions are PP students.</p> <p>Additional support for migrant children.</p> <p>Involvement in European project, UNICEF and Eurochild.</p>	<p>“Wider strategies relate to the most significant barriers to success in school, including attendance, behaviour and social and emotional support” – EEF Guide to the Pupil Premium</p>	<p>3, 5 and 6</p>

<p>Improved access to technology including; additional computer access in classrooms and Sixth Form Centre.</p>	<p>EEF - Using Digital Technology to Improve Learning: Evidence Review December 2019 EEF T&L Toolkit – Feedback +6 months Homework +5 months</p>	<p>2, 4 and 5</p>
<p>Show my Homework, SAM learning, Century Tech, Seneca, learning platforms used to assess and personalise support.</p>		
<p>Remove financial barriers to learning, linked to “Cost of the School Day report.”</p> <p>Funding for educational visits/uniform/equipment/revision guides.</p>	<p>Cost of the School Day Report “Wider strategies relate to the most significant barriers to success in school, including attendance, behaviour and social and emotional support” – EEF Guide to the Pupil Premium</p>	
<p>Summer School provision to support transition</p>	<p>EEF T+L Toolkit – Summer schools +3 months</p>	<p>2, 4 and 5</p>
<p>Music support?</p>	<p>EEF T+L Toolkit – Arts participation +3 months</p>	<p>1, 2, and 5</p>

Total budgeted cost: £358,189

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.

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Positive results for specific groups of learners shows that the strategy is closing gaps given the move away from CAGSs to normal examinations. The return to normal examinations obviously causes issues for those students with key gaps in knowledge and those experiencing higher levels of need. For a very significant population of students, particularly the more able and those without additional vulnerability have done very well and have exceeded FFT50 targets at grade 9-5.

Often, the emotional, anxiety- based pressures that a student who has experienced disruption in their childhood often does not correlate to a good exam return. With lots of energy spent on coaching wellbeing and reducing anxiety, especially during lockdown conditions, the work of Associate Teachers and very focused teaching resulted in stronger performance leading to our largest sixth form on record.

Our Whole School Reading Strategy continues to close gaps and support above age related progress in reading evident in both Accelerated Reading and NGRT testing. Average PP student in Years 9 and 10 made over 6 months of progress through Covid and last academic year. The Year 10 PP targeted students involved with Literacy Leaders and targeted intervention at KS4 increased as an average from 12 Years 10 Months to 15 Years 3 months. All Year 7 students, including those on urgent watch PP, made 7 months progress with those in 7R making more than a year's progression.

A study undertaken in the middle of lockdown supported findings that staff were working hard to support students – everything from providing basic necessities for them and other siblings at primary schools to be able to access education, through a resource bus. Providing a regular contact call and providing laptops to access apps and learning platforms could provide the continued links to the school. Vulnerable children in each of the areas continued to have some access to face-to -face teaching on a rota basis – EAL students to access language, Foundation to ensure continuation of learning for those with SEND needs and attendance in SAiL to ensure those at risk of exclusion were not lost because of the changes in situation we faced.

“I love the SL small group work and the calm atmosphere as it helps me learn when I am feeling upset.” Year 10 student in SL programme