

Pupil premium strategy statement: Langley Park School for Boys

1. Summary information					
School	Langley Park School for Boys				
Academic Year	2018-19	Total PP budget	£89,760	Date of most recent PP Review	June 2019
Total number of pupils	1094	Number of pupils eligible for PP	96	Date for next internal review of this strategy	July 2019

2. Current attainment			
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM		57%	64.7%
% achieving expected progress in English / Maths			75.8% / 73.4%
Progress 8 score average		-0.18	0.12
Attainment 8 score average		54.75	52
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)			
A.	Lower literacy skills of some PP students, preventing them from making good progress across the curriculum		
B.	Lack of confidence of some PP students in managing own work, deadlines and preparing for examinations		
C.	Lower levels of engagement of some PP students with wider school activities, extra-curricular offer and school visits		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Lower attendance of some PP students		
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)			Success criteria
A.	Improve literacy and numeracy of PP students		Gap between PP and non-PP students' progress in English and Maths will reduce
B.	Reduce the gap in progress between PP and non PP students		PP students' overall P8 score will improve

C.	Improve literacy of identified PP students in KS3 through mentoring	Designated students' literacy and progress in English will improve
D.	Ensure students have resources to support revision, particularly in KS4	PP students' overall P8 score will improve
E.	PP students meet deadlines more effectively and homework concerns reduce	Number of homework concerns for PP students will reduce
F.	Increase the number of PP students who are involved in extra-curricular activities	More PP students will take part in an extra-curricular activity
G.	Increase the number of PP students who take part in trips and visits	More PP students will take part in school trips and visits

5. Planned expenditure

Academic year 2018-19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Improve the literacy and numeracy of PP students	Split 8 classes into 9 in Key Stage 3 English and Maths	Students will receive more targeted support in smaller classes Better quality of teaching focused on needs of individual students More personalised support for students with higher level of needs	Learning Walks in English and Maths Monitoring by HoDs and LMs	SWR LJH AJS RG	January and July 2019
B: Reduce the gap in progress between PP and non PP students	Middle and senior leaders monitor PP students after each data drop and arrange Progress Review Meetings where appropriate	Fine monitoring and tracking to ensure that the gap is closing Additional support and intervention put in place for students where underperformance is identified	HoYs, AJS and DLM to identify underperformance quickly. Regular meetings with HoYs to discuss tracking, progress and support of individual students	HoYs AJS	January and July 2019
Total budgeted cost					£40,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C: Improve literacy of identified PP students in KS3	JB English mentor to work intensively with students in	Previous success and improved progress of students working with JB	Regular tracking of students' progress at data drops. Meetings with JB to check	JB AJS	January and July 2019
D: Ensure students have resources to support revision, particularly in KS4	HoDs to identify additional resources for PP students, such as revision guides and textbooks	Students are better able to manage their own learning and have the resources to support them	Meetings with PP students to ensure they have resources necessary Regular communication with teachers to ensure appropriate resources are in place	AJS HoDs	January and July 2019
E: PP students meet deadlines more effectively and homework concerns reduce	Homework club continues to run 4 lunchtimes per week	High levels of attendance and engagement in previous years at this club	Registers monitored to ensure high levels of attendance Progress data and homework concerns of these students monitored to ensure impact	AJS Homework Club staff	January and July 2019
Total budgeted cost					Literacy Support: £8100 Resources: £6000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F: Increase the number of PP students who are	Subsidised music tuition offered to PP students	Extra-curricular engagement has an impact upon student wellbeing and attendance	DB and EF to monitor students' attendance to music tuition	DB EF AJS	January and July 2019

involved in extra-curricular activities					
G: Increase the number of PP students who take part in trips and visits	Funding provided for students to take part in trips and visits linked to the curriculum	All students should have parity of access to curricular visits which can have a direct impact on academic progress	HoYs to monitor students' participation in trips and visits through Annual Review	HoYs AJS	January and July 2019
Total budgeted cost					Music tuition: £6500 Trips and visits: 4100

6. Review of expenditure				
Previous Academic Year 2017-18				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A: Improve the literacy and numeracy of PP students	Split 8 classes into 9 in Key Stage 3 English and Maths	Class sizes reduced Teachers better able to deliver quality first teaching Teachers better able to provide PP students with additional support and intervention	We will continue with this approach which enables us to deliver an effective curriculum at KS3 in English and Maths. It also enables us to reduce class sizes of lower sets so that students with literacy and numeracy needs receive more targeted support.	£40,000

B: Reduce the gap in progress between PP and non PP students	Middle leaders monitor PP students after each data drop and arrange Progress Review Meetings where appropriate	Regular PRMs took place with HoYs, AHoYs and Form Tutors Students' progress tracked and interventions put in place where appropriate	This system will continue, with more formalised PRMs across the pastoral team. The gap between PP and non PP remained in place, however, so we will look at further additional measures and systems to address this.	N/A
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C: Improve literacy of identified PP students in KS3 through mentoring	English mentor to work intensively with students in weekly sessions	PP mentor reported very successful and productive sessions with a targeted group of Year 8 students. Students involved gained additional confidence and key skills which were evident in the classroom.	This approach will continue, but we will review whether to broaden it to support a wider range of students across different year groups in future years.	£8100
D: Ensure students have resources to support revision, particularly in KS4	HoDs to identify additional resources for PP students, such as revision guides and textbooks Laptops subsidised	Revision guides were provided across a range of subjects for KS4 students, enabling them to plan their revision more effectively. In some subjects, such as MFL, these books were used in targeted intervention sessions with PP students.	We will continue to provide revision guides and additional resources for PP students, as is necessary according to subject teachers and Heads of Department. We will investigate systems to streamline this.	£6700
iii. Other approaches				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E: PP students meet deadlines more effectively and homework concerns reduce	Homework club continues to run 4 lunchtimes per week	This was a popular and very well attended club in which students were supported to complete homework in a calm and well-monitored environment. Subject teachers reported that those who attended the sessions brought homework to lessons and were more able to meet deadlines.	We will continue this approach and look in future years at whether to target students more specifically to attend this group, by involving parents.	£9000
F: Increase the number of PP students who are involved in extra-curricular activities	Subsidised music tuition offered to PP students	Attendance and progress on instrumental tuition courses was very positive. Students enjoyed the sessions and gained self-esteem as well as positive feedback.	We will continue this approach and look at whether we can prioritise PP students for other extra-curricular opportunities across the school.	£6800

<p>G: Increase the number of PP students who take part in trips and visits</p>	<p>Funding provided for students to take part in trips and visits linked to the curriculum</p>	<p>A wide range of students were supported to attend curricular and extra-curricular trips and visits.</p> <p>This had a significant impact upon their ability to complete coursework and relate their visits to learning in the classroom.</p> <p>It also enabled students to gain confidence and additional skills, and play a greater part in the school community, such as through funded trips to Youlgreave, Borrowdale and Dover.</p>	<p>We will continue this approach and look at whether we can extend it further to incorporate more curricular visits, in particular those in core subjects.</p>	<p>£4150</p>
--	--	--	---	--------------

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

