

Pupil Premium Strategy Statement

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	11819 (7-13)
Proportion (%) of pupil premium eligible pupils	118 of 1160 (10%)
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	08/11/24
Date on which it will be reviewed	08/11/25
Statement authorised by	S Munday
Pupil premium lead	T Butterworth
Governor / Trustee lead	Cyra Mutesi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£142,850

Part A: Pupil premium strategy plan

Statement of intent

As part of the Impact Trust we believe in 4 Core Values

- **Ambition** – we have high aspirations for our children and strive to do our very best.
- **Inclusion** – we care about the whole child and everyone will feel that our Trust is a place where they are valued, respected, safe and happy.
- **Collaboration** – we are stronger together and collaborate generously to ensure the long-term success of our children, our staff, our schools and the communities we serve.
- **Trust** – we build trust by acting with integrity and kindness and by putting children first.

As a school this can be seen in:

At LPSB, we make sure our support is Targeted, Timely and Tailored (the three T's)

- **Targeted:** Provide support based on individual needs.
- **Timely:** Intervene early when progress stalls.
- **Tailored:** Adapt approaches to each student's strengths and weaknesses.
- Our commitment is that all students at Langley Park School for Boys achieve highly and make excellent progress across the curriculum, regardless of their background and barriers to learning.
- Our Pupil Premium Strategy aims to support all disadvantaged students across the school. Our Targeted, Timely and Tailored Pupil Premium Policy, where PP students are given priority consideration, ensures that these students receive Quality First Teaching, appropriate additional academic support where required, alongside a strong programme of wider strategies including pastoral support and a diverse extra-curricular offer.
- Quality-First Teaching is the biggest driver for the progress of Pupil Premium students and research shows that they make substantial additional progress in comparison to their non-disadvantaged peers when they have high quality teaching. Our Teaching and Learning programme ensures that Pupil Premium students have access to the academic support and cognitive challenge they require, with a focus on high quality questioning and feedback and work to develop understanding of memory and recall.
- We have worked alongside several organisations to ensure that our provision is diverse and robust, including Future Frontiers.
- The approach at Langley Park School for Boys is driven by our analysis of data within each cohort, ensuring that we have a clear understanding of every student's needs. Our Pupil Premium Passports, alongside our reporting data, give a clear picture of areas where intervention is required. These are based on robust diagnostic assessment, and not on assumptions about disadvantaged students' needs.
- Our commitment to ensuring Pupil Premium students have access to outside educational trips such as Youlgreave, Dover and Borrowdale, alongside encouragement and the monitoring of participation in extra-curricular activities ensures that students feel part of their community and are more likely to achieve as a result.

We are committed to:

- Ensuring that all disadvantaged students have access to Quality First Teaching.
- Providing disadvantaged students with the academic support they need through an extensive programme of tuition and intervention.
- Adopting a Targeted, Timely and Tailored Policy to ensure that all staff work collaboratively and with high expectations to raise the attainment of all students, regardless of their background.

Challenges

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

Challenge number	Detail of challenge
1 Literacy	The literacy attainment of disadvantaged students is generally lower than that of their peers, and particularly lower as a trend in boys. Our data analysis shows that there are disadvantaged students in all year groups, who are performing below their target grade and are at risk of not achieving a Grade 4 in English in Year 11. Our research also indicates that some disadvantaged students lack the confidence to contribute in English lessons. These difficulties in literacy can then impede students' access to the curriculum in other subjects.
2 Numeracy	The numeracy attainment of disadvantaged students is generally lower than that of their peers. Our data analysis shows that there are disadvantaged students in all year groups who are performing below their target grade and are at risk of not achieving a Grade 4 in Maths in Year 11.
3 Progress at Key Stage 4	The progress of disadvantaged students at KS4 is below that of their non-DA peers. Students have reported having difficulties with revision and a lack of confidence to ask for additional support.
4 Careers and Transition	Our research and conversations with disadvantaged students indicate that some of this cohort have significant difficulties with transitions in education, such as GCSE options, post-16 pathways and post-18 pathways. Some of these students lack the confidence to explore different options, while students who are first-generation lack the role models at home to support with university and college applications. Other students are anxious about the potential financial implications of different career and pathway decisions.
5 Well-being, self-regulation and motivation	Our work also suggests that some disadvantaged students have difficulties with self-regulation and motivation when faced with challenges in the classroom. These students sometimes do not have the mechanisms to manage these situations in the classroom which can lead to disengagement.
6 Attendance	The average attendance of disadvantaged students in 2023-24 was below the average for non-disadvantaged students. This is the result of a wide range of barriers to learning including challenging home circumstances, illness, diet, poor housing conditions, attitudes to school and mental health problems.

Challenge number	Detail of challenge
7 Extra – curricular engagement	Some disadvantaged students are less likely to participate in our programme of extra-curricular provision and educational visits because of financial difficulties. This is shown through regular contact with our disadvantaged families.
8 Teacher Feedback	Evidence shows that disadvantaged students benefit particularly from teacher feedback to recognise their strengths and identify areas for improvement.
9 Cost of Living	Increasing demands on family budget due to the cost-of-living crisis, has shown an increased demand for support from families to the school, limiting the amount of support each student can obtain.
10 Ongoing impact of Covid	Students have lost almost 2 years of learning within the classroom, meaning that their base knowledge and skills are less and have been less applied than other historically comparative cohorts.

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
Improve the attainment of all disadvantaged students in Key Stage 3 and 4 in English and Maths	By the end of our current plan in 2024/25, disadvantaged students will perform in line with their non-disadvantaged. peers in their outcomes in both internal assessments and external examinations. Teachers will recognise this progress in the engagement, confidence and work scrutiny of disadvantaged students in lessons.
Improve reading confidence among disadvantaged students at KS3 and 4	Reading age tests will demonstrate improved comprehension skills among disadvantaged students. Teachers will recognise this progress through engagement, confidence and work scrutiny of disadvantaged students in lessons.
Improved clarity and confidence of disadvantaged students around career goals and pathways	All Year 11 and 13 disadvantaged students will have a clear and appropriate pathway in place, including back-up plans. Year 10 and 12 disadvantaged students will be placed on appropriate GCSE / A Level courses and / or other pathways following a tailored programme of careers support and guidance.
Improve metacognition of disadvantaged students, including a clear understanding of the role of memory and recall in learning	Through book looks and learning walks, it will be evident that disadvantaged students will be more able to articulate the cognitive process of learning and the steps they can take to work and revise effectively. Disadvantaged students will show their understanding of their progress and next steps in learning through self-assessment.
Ensure that disadvantaged and non-disadvantaged students who have experienced learning loss as a result of the pandemic are given appropriate support in core subjects	Targeted KS3 students will demonstrate sustained progress in English and Maths through a programme of intensive tutoring and support.

Intended outcome	Success criteria
Improve the confidence, wellbeing and resilience of our disadvantaged learners	Disadvantaged students will demonstrate higher levels of resilience and confidence in quantitative data from student voice, student and parent surveys and teacher observations. Feedback from targeted sessions will demonstrate a positive impact on students' mindset.
Ensure that all disadvantaged students have parity of access to extra-curricular provision and educational visits	Educational visit data and Pupil Premium Passports will demonstrate the level of engagement of disadvantaged students in our extra-curricular provision and educational trips and visits.
To achieve and sustain improved attendance for all our disadvantaged students	The disadvantaged attendance rate will improve to be in line with non-disadvantaged peers.
To improve the quality of written and verbal feedback for disadvantaged students	Students will be more able to articulate their progress and identify areas for improvement.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Appointment of additional English and Maths teacher to reduce class sizes	Reducing class size has a positive impact of an average of +2 months per year. The gains from smaller class sizes come from the increased flexibility for organising learners and the quality and quantity of feedback students receive. Reducing class size EEF (educationendowmentfoundation.org.uk)	1, 2
2. Whole staff CPD on Memory and Recall to improve Quality First Teaching and develop metacognition skills in staff and students	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies to do with cognition and motivation. The potential impact of metacognition and self-regulation approaches is high - (+7 months additional progress) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
3. Whole staff CPD on Assessment and Feedback strategies	<p>Feedback redirects or refocuses the learner's actions to achieve a goal by aligning effort and activity with an outcome. Providing feedback is a well-evidenced strategy that has high impact on learning outcomes. Impacts of feedback are highest when it is delivered by teachers.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5, 8
4. Whole staff CPD on Reading strategies	<p>Reading comprehension strategies enable students to learn a range of techniques including inferring meaning from context, summarising or identifying key points and monitoring their own comprehension. Reading comprehension strategies have high impact on average (+6 months).</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 5
5. Programme of Year 11 Period 0 classes in English, Maths and Science to improve outcomes in core subjects	<p>Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and trained staff are clearly linked to academic benefits. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
6. Programme of Year 11 Period 6 classes in all subjects to improve outcomes	<p>Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and trained staff are clearly linked to academic benefits. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
7 Use of reading programmes to improve literacy and oracy skills	<p>Inclusion of Star Reader, NGRT and Bedrock support ongoing individual improvement upon Literacy and Oracy skills, leading to intervention where required.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
8 Disadvantaged students have the most effective teachers	<p>review of teachers teaching Disadvantaged students in Year 7, 10 and 11.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,5,8

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Programme of Breakfast Boosters in English in Maths for PP students in KS3</p> <p>Targeted intervention is in place for disadvantaged students below stanine 5 in Secondary.</p> <p>Targeted intervention is in place for disadvantaged students who arrive at Secondary school below the national expected progress at Primary.</p>	<p>Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and trained staff are clearly linked to academic benefits. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>2. Programme of one-to-one tuition for Year 11 PP students; academic and pastoral mentors from within the school and externally where available.</p>	<p>One to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective way of providing targeted support for pupils who are identified as having low prior attainment or who are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5
<p>3. Provision of additional academic resources and revision guides for all PP students through regular communication with teachers and families</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement and aspirations are important for pupil outcomes, and regular communication is key to this.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
4. Careers interviews for students eligible for Pupil Premium	<p>Careers interviews are key in helping to close the gap in destinations between young people from disadvantaged backgrounds and others. A structured careers programme of interviews, role models and work experience can particularly benefit students from disadvantaged backgrounds. Face-to-face careers guidance is key for young people to make successful transitions. This is particularly useful for children from disadvantaged backgrounds.</p> <p>DRAFT Careers Statutory Guidance (publishing.service.gov.uk)</p>	4
5. Easter School	<p>Yr 11 Pupil Premium students will be given further intervention support in small groups during an Extended Easter Revision window during the Easter Holidays. This further support, just before their exams will help them to hone their skills further.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5
6. Structured Revision Programme	<p>Yr 11 Pupil Premium students will continue to be given expert coaching and learning throughout the whole of the exam window to enhance their confidence and hone their skills in the upcoming Summer window; including throughout their Summer examinations</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5

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

Budgeted cost: £62,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Future Frontiers workshops and mentoring	<p>Their programme includes one-on-one mentoring, where trained volunteers work with students to set goals and explore career paths, along with structured workshops that focus on building confidence and skills for future employment. These workshops to raise aspirations are part of our programme to address barriers to learning relating to confidence and wellbeing. Aspiration interventions can be beneficial to students, but it is important to recognise that the aspirations in disadvantaged communities are diverse. Ensuring that students have the knowledge and skills to progress towards their aspirations is also key.</p> <p>Aspiration interventions EEF educationendowmentfoundation.org.uk</p> <p>These workshops also address social and emotional learning (SEL) to improve pupils' decision-making skills, interaction with others and self-management of emotions. SEL approaches have a positive impact of, on average, 4 months' additional progress in academic outcomes over the course of an academic year</p> <p>Social and emotional learning EEF educationendowmentfoundation.org.uk</p>	3, 5, 6
2. Subsidised music and LAMDA tuition for PP students	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts engagement is also valuable in itself for cultural capital. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education Arts-based approaches can also have wider impacts such as improvements in engagement, increased well-being and more positive attitudes to learning.</p> <p>Arts participation EEF educationendowmentfoundation.org.uk</p>	3, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3. Financial support with academic trips and visits, including those which are a part of the culture of the school such as Dover Camp and Youlgreave</p>	<p>Outdoor adventure learning typically involves outdoor experiences such as climbing or mountaineering. It usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge). Practical problem solving, explicit reflection and discussion of thinking and emotion are also involved. Outdoor learning studies also report wider benefits in terms of self-confidence and self-efficacy. It can also provide opportunities for disadvantaged pupils to take part in activities that they otherwise might not be able to access.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 7</p>
<p>4. Pupil Premium Passports and Annual Reviews</p> <p>Students to be screened from year 9 onwards for examination support</p>	<p>Knowledge of disadvantaged students and their barriers to learning is key to their success. Pupil Premium Passports show the strengths and needs of each individual so that support can be personalised. Pupil Premium Annual Reviews ensure that the pastoral team act as role models to our disadvantaged students, engaging them in conversations about their progress and setting ambitious targets for the academic year. Screening of PP students from Year 9 for external exam provision and support will aide in students being able to acclimatise to the exam conditions provided for them.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5, 7</p>
<p>5 Raising achievement evenings.</p> <p>Parent talks, opening Parent Evening slots up earlier</p>	<p>Inclusion of parents and families in helping to educate their child in line with the values, systems and processes of the school is vital in ensuring each student has a clear message and path to follow. School to follow up on engagement of parents with the different opportunities open for them</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5,6</p>
<p>6 Making funding streams available for families to obtain further help</p>	<p>Due to cost of living, families are asking more financially from the school, especially in regard to uniform, equipment and extra-curricular kit. This will still be provided but through other avenues, such as the hardship fund to ensure students still obtain high levels of engagement in the school community.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>9</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
7 Attendance reviews for students with less than 96% attendance	<p>Pupil attendance at school is potentially the greatest factor in ensuring that a student thrives; not only with their academic outcomes, but also to feel an important part of the environment and to want to be successful.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	6

Total budgeted cost: £142,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

LPSB KS4 School GCSE Outcomes 2024

Progress 8 for scor	+0.40
Average Attainment 8 Score	55.89
% of pupils entering English Baccalaureate	52%
% of pupils achieving grade 5 or above in English and Maths	70%

National School GCSE Outcomes 2024

Average Attainment 8 Score	46.8
% of pupils entering English Baccalaureate	46%
% of pupils achieving grade 5 or above in English and Maths	60%

LPSB KS4 Disadvantaged GCSE Outcomes 2024

Number of disadvantaged pupils in the Progress 8 score	14
Progress 8 score for disadvantaged pupils	-0.29
Average Attainment 8 score per disadvantaged pupil	43.39
% of pupils entering the English Baccalaureate	29%
% of pupils achieving grade 5 or above in English and Maths	46%

At LPSB, our aim last year was to continue to close the learning gap created by the school closures resulting from the COVID-19 pandemic. We also aimed to reduce the attainment gap between PP and non-PP students. The gap has closed considerably recently from -0.76 (2022) to -0.31 (2023) to -0.29 (2024). Attainment improved in English and Maths for Disadvantaged students between 2022 to 2023 and remained largely consistent in 2024; our students attaining 38% (2022) to 48% (2023) and 46% (2024) at level 5+.

We targeted underperforming, poor attendees and disadvantaged KS3 students for additional support in our Breakfast Booster programme in literacy and numeracy. Staff worked closely with these students to identify gaps in learning and offer additional support, providing resources and breakfast for each session.

Our ongoing work running Pupil Premium Annual Review Meetings and creating personalised Pupil Premium Passports for students outlining their strengths and barriers to learning ensured a clear strategy of targeted support.

We have an in-house tutoring programme to support Pupil Premium students across year groups.

The provision of revision guides and other academic resources enabled students to access the curriculum both remotely and in school, and to work effectively at home.

- Data drops and round-the-table discussions were used to identify students who were under-performing and to put in additional support.
- Period 0 and Period 6 continued to build in additional teaching time to the school day for Year 11.
- Year 11 PP students were given an individual mentor to track progress.
- Period 6 continued for Year 13 to ensure additional academic support.
- Training was provided for all staff on Quality First Teaching, including literacy, reading, feedback and assessment.
- The Future Frontiers Careers Coaching Programme took place, giving PP students in Year 10 the opportunity to work with professional careers coaches.

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
Careers Coaching	Future Frontiers
Work Experience Programmes	InvestIN
Careers guidance	Unifrog
Support with A-Level STEM subjects and Psychology and Economics	Up Learn
Revision and Study Guidance	Made

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
There are two service PP children – both were invited to breakfast booster sessions, and had trips to Dover and Youlgreave paid for
The impact of that spending on service pupil premium eligible pupils
Increased confidence and feeling of being part of the school community