

# Pupil premium strategy statement – Lord Lawson of Beamish Academy

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	1339
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Andrew Fowler, Principal
Pupil premium leads	Joe Dicocco, Deputy Principal, Ian Cooper, Deputy Principal
Governor / Trustee lead	Guy Currey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343,765
Recovery premium funding allocation this academic year	£96,876
Pupil premium (and recovery premium) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£440,641</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported and challenged in the work that they complete
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	The attainment (and progress) of disadvantaged students at key stage 4 is lower than that of non-disadvantaged students
2	The attainment (and progress) of disadvantaged students in English is significantly lower than that of non-disadvantaged students

3	The attainment (and progress) of disadvantaged students in vocational subjects is significantly lower than that of non-disadvantaged students
4	Reading age testing data indicates that disadvantaged students generally have lower levels of reading comprehension than that of non-disadvantaged students. This impacts their progress in all subjects.
5	Our attendance data over the last 4 years indicates that attendance among disadvantaged students has been between 1.6% and 8.3% lower than that of non-disadvantaged students. It is the impact of the pandemic that has led to this drastic change from 2018/2019 to 2021/2022

## 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 attainment (and progress) among disadvantaged students across the curriculum at the end of KS4, particularly in Open subjects and with a focus on English.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>• An average attainment 8 score of at least 45.00</li> <li>• An average progress 8 score of at least 0.00</li> <li>• An average open attainment 8 grade of at least 4.50</li> <li>• An average open progress 8 score of at least 0.00</li> <li>• An average English attainment 8 grade of at least 4.50</li> <li>• An average English progress 8 score of at least 0.00</li> </ul> <p>In the 2021/2022 academic year the corresponding figures were:</p> <ul style="list-style-type: none"> <li>• Average attainment 8 score 37.17</li> <li>• Average progress 8 score -0.84</li> <li>• Average open attainment 8 grade 3.69</li> <li>• Average open progress 8 score -1.06</li> <li>• Average English attainment 8 grade 3.89</li> <li>• Average English progress 8 score -1.11</li> </ul>

	<p>We will use these figures as baselines when assessing our progress towards the success criteria set above.</p>
<p>Improved reading comprehension among disadvantaged students across years 7 - 10</p>	<p>Sustained reduction in the number of disadvantaged students not functionally literate by 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• An 80% reduction in the number of disadvantaged students classed as being not functionally literate</li> </ul> <p>At the start of 2022/2023 the number of disadvantaged students classed as not being functionally literate was 66.</p> <p>We will use this figure as a baseline when assessing our progress towards the success criteria set above.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students</p>	<p>Sustained high attendance by 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall attendance rate for all students being more than 95%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 2.5%</li> </ul> <p>In the 2021/2022 academic year the corresponding figures were:</p> <ul style="list-style-type: none"> <li>• Overall attendance 88.9%</li> <li>• Attendance gap 8.3%</li> </ul> <p>We will use these figures as baselines when assessing our progress towards the success criteria set above.</p>

## 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: £ 240,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment, and a curriculum which responds to the needs of students	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve student attainment, including for disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Evidence summaries include <a href="#">EEF guidance reports</a>, The <a href="#">EEF Toolkit</a>, Evidence Based Education’s <a href="#">Great Teaching Toolkit</a>, and the EEF <a href="#">Cognitive Science Approaches in the Classroom</a>.</p>	1, 2, 3
Professional development on evidence-based approaches focusing on adaptive teaching, embedding a teaching and learning framework, and the Lines in the Sand	<p>Supporting continuous and sustained professional development on evidence-based approaches is important to develop the practice of teachers in their own settings. The content of professional development should be based on the best available evidence.</p> <p>Evidence summaries include <a href="#">EEF guidance reports</a>, and The <a href="#">EEF Toolkit</a>.</p>	1, 2, 3
Building a culture of continuous quality assurance and teacher feedback	<p>A common form of support for teacher professional development is feedback. We do this through departmental quality assurance and peer lesson visits through teaching triads.</p> <p>Evidence for this approach includes The EEF guidance on <a href="#">Effective mechanisms of PD</a>.</p>	1, 2, 3
Recruitment and retention of teaching staff	<p>Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, are practical approaches to ensure a high-quality teaching staff.</p>	1, 2, 3

	Evidence includes The EEF's <a href="#">Effective Professional Development</a> guidance report and the DfE's <a href="#">Reducing School Workload Collection</a> .	
Improving literacy in all subject areas in line with the recommendations in the Education Endowment Fund's <a href="#">Improving Literacy in Secondary Schools</a> guidance.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>Evidence includes the EEF's <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p>Evidence includes the <a href="#">Oxford Language Report</a>.</p>	4

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention including; reading plus, LRC lessons, small group interventions with the teacher of reading, 6 <sup>th</sup> form mentor reading support, Lexia, and phonics interventions	<p>Students may require targeted academic support to assist literacy. Interventions should be carefully matched to specific need, whilst not inhibiting students' access to the curriculum.</p> <p>Evidence includes The EEF's <a href="#">Selecting Interventions</a> tool, the EEF guide to <a href="#">literacy</a>, and the EEF toolkit strand on <a href="#">peer tutoring</a>.</p>	4
After-school revision sessions for Key stage 4 and 5 students. A significant proportion of the students who receive this support will be disadvantaged.	<p>Intensive small group work can support student learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.</p> <p>Evidence includes the EEF toolkit strand on <a href="#">small group tuition</a>.</p>	1, 2, 3

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance by enhanced staffing and leadership of attendance strategies and implementation of strategy using A* Attendance program	Increased parental communication and targeted parental engagement interventions show promise in supporting student attendance. Evidence includes the EEF guidance report on <a href="#">Working with Parents to Support Children's Learning</a>	5

**Total budgeted cost: £ 440,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the 2021/22 using key stage 4 performance data.

We have used the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of key stage 2 and the end of key stage 4, compared to other students nationally) and the Attainment 8 score (which is a measure of GCSE attainment across 8 subjects) as our data for analysis. See the [Department of Education guidance](#) for more information about key stage 4 performance measures.

The table below shows the performance of our disadvantaged students and non-disadvantaged students, in the years 2018/2019 and 2021/2022, with comparative national average figures:

Measure	Cohort	School/National average	2018/2019	2021/2022
Attainment 8	Disadvantaged students	Lord Lawson of Beamish Academy	35.0	37.2
	Non-disadvantaged students		48.2	53.3
	Disadvantaged students	National average	36.7	37.5
	Non-disadvantaged students		50.3	52.6
Progress 8	Disadvantaged students	Lord Lawson of Beamish Academy	-0.98	-0.84
	Non-disadvantaged students		-0.33	0.11
	Disadvantaged students	National average	-0.45	-0.55
	Non-disadvantaged students		0.13	0.15

The Department for Education has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above).

This comparison shows that our disadvantaged students achieved 0.3 less than the national average for disadvantaged students in terms of Attainment 8 in 2021/2022.

In terms of Progress 8, our disadvantaged students achieved 0.29 less than the national average for disadvantaged students in 2021/2022.



The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic.

The gap in 2021/2022 in terms of Attainment 8 was 16.1 and the gap in terms of Progress 8 was 0.95. In 2019 these gaps were 13.2 and 0.65 respectively. In 2021/2022 the national average gaps were 15.1 and 0.70 respectively

Key stage 4 data therefore suggests that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our high expectations and below comparative national averages.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Attendance among disadvantaged pupils was 8.3% lower than non-disadvantaged students in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our internal data demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we did not achieve the outcomes that we set out to achieve by 2021/22, as stated in the Intended Outcomes section of our previous pupil premium strategy statement. We have reviewed our strategy plan and made changes to how we intend to use some of our budget for the next three academic years, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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