

Pupil premium strategy statement – Q3 Academy Langley

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	1383
Proportion (%) of pupil premium eligible pupils	32%
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)	2021-2022 to 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr. Peter Lee (Headteacher)
Pupil premium lead	Mrs. Abbey Underhill (Assistant Vice Principal)
Governor / Trustee lead	Mr. Mike Idowu (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 444,472
Recovery premium funding allocation this academic year	£114,540
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£559,012

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make at least good progress and achieve highly across the curriculum, particularly in the EBacc subjects. We have an ambitious, broad and balanced curriculum, which raises standards for all students within the Academy. Since the Academy opened in 2016, we have built our provision with the disadvantaged students at the heart of everything we do. We are a 'warm but strict' Academy which offers all students, but especially the disadvantaged students, the boundaries and support needed to flourish. Our paternalistic style of ensuring all students are fully equipped in the morning, free breakfast for all KS3, and equipping students with 'essential knowledge' means that our disadvantaged pupil outcomes have proven higher than national.

Our Pupil Premium strategy has taken into consideration the significant impact of the pandemic and how the gap between the disadvantaged and non-disadvantaged has widened. Diagnostic assessment to ascertain the academic challenges, alongside consideration of the wider, external barriers outside of school, have been taken into account. This has then informed the selection of evidence-based approaches in order to improve the life chances of all students, with a focus on our disadvantaged cohort.

High-quality teaching is at the heart of our approach. Research shows that quality-first teaching is the most important lever that will have the greatest impact on the outcomes of all students, particularly the disadvantaged. Our strategy includes investment in professional development, training and support for all staff, including Early Career Teachers, as well as recruitment and retention of all staff, which will be integral in consistently implementing the Academy's ambitious curriculum.

Our approach will be responsive to common challenges and individual needs, including the current cost-of-living crisis, and is rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. We have adopted a whole-school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve to ensure educational success for every student. We will continue to work with all stakeholders, including parents and carers, to provide support based on the needs of our students. All our approaches will be underpinned by a firm belief that where a need is identified, we will intervene early in order for students to excel.

Challenges

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

Challenge number	Detail of challenge
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1	The gap between disadvantaged and non-disadvantaged students in progress and attainment measures.
2	Reading age data demonstrates that there is a gap between disadvantaged students' reading ages and their chronological ages.
3	Evidence collected suggests disadvantaged students are more likely to have a fixed mindset, thereby limiting their career aspirations and ability to persevere with challenging tasks. Internal quality assurance suggests that disadvantaged students are more likely to lack resilience and self-regulation strategies.
4	Evidence collected from wellbeing surveys and student voice have identified social and emotional issues for many disadvantaged students, such as anxiety and low self-esteem. During the academic year 2022-23, there were a total of 359 referrals for PP students (49% of all referrals) to receive bespoke interventions.
5	Attendance data from previous academic years continues to show that disadvantaged students have marginally lower attendance rates than their non-disadvantaged peers.

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 progress and attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 75% of disadvantaged pupils will enter the EBacc. We believe in an ambitious curriculum and entering the majority of our cohort for the EBacc curriculum.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • An average Progress 8 score that is above national average for all students from 2023 results (-0.03). • An average Attainment 8 score that is above national average for all students from 2023 results (46.2). • An EBacc average point score that is above national average for all students from 2023 results (4.05).
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	<ul style="list-style-type: none"> • Teacher reports, Feedback Logs and class observations suggest work in books shows a high level of challenge and resilience, where pupils are not afraid to make mistakes, and a culture of learning from mistakes is created. • A range of Academy teaching and learning strategies that promote metacognitive and self-

	regulatory skills are seen through observation and lesson resources e.g. No Opt Out, live modelling, Think Time, Culture of Error, Right is Right.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent/carer surveys, and teacher observations. • A range of 'in-house' interventions provided by The Umbrella that meet the individual needs of students in the Academy. • An increase in participation in enrichment activities, particularly amongst disadvantaged students (following a lack of opportunities as a result of the pandemic).
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all students being no more than 3% from the national and regional figures, and the attendance gap between disadvantaged students and their non-disadvantaged peers being no more than 2%. • The percentage of all students who are persistently absent being at least 10% below national and local figures, and the figure among disadvantaged students being no more than 1% lower than their peers.
Enrich the lives of the disadvantaged students within the Academy by raising aspirations.	<ul style="list-style-type: none"> • The Academy continues to hold the Character Kitemark award. • The Careers programme at the Academy will continue to achieve the Gatsby benchmarks. We are currently a Gatsby Careers Hub school. • Students will have access to a greater variety of extra-curricular and cultural experiences.
Improve reading ages among disadvantaged students across KS3.	<ul style="list-style-type: none"> • Between Years 7 and 9, the gap of students' reading ages compared with their chronological ages closes as judged by Star Reader tests and GL assessments. • Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.

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: £252,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a cyclical CPD model that addresses all areas relating to teaching and learning that are identified as priorities.	EEF Guide to Pupil Premium. EEF Toolkit. EEF Effective Professional Development	1, 3
Developing metacognitive and self-regulation skills in all students.	EEF Toolkit section on Metacognition and self-regulation.	1, 3
Improving literacy/reading in all subject areas, through use of the Tutor time reading programme.	EEF Improving Literacy in Secondary Schools Now the whole school is reading EEF Reading Comprehension Strategies	1, 2
Free revision guides, knowledge organisers and flashcards to support students in their independent study away from the Academy.	EEF Homework	1, 3
Use of Sparx Maths as a teaching tool both in and away from the Academy for students in KS3 and KS4.	EEF Individualised instruction	1

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

Budgeted cost: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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One-to-one tutoring by Academy staff.	EEF One to one tuition	1, 2, 3
Targeted after-school intervention sessions at KS3 and KS4 for small groups of students to reinforce essential knowledge.	EEF Small group tuition EEF Extending School Time	1, 2, 3
Deployment of Student Support Champions for Independent Learning intervention at KS3.	EEF Small group tuition EEF Homework	1, 3
Reading interventions for identified KS3 students following Star Reader and GL Assessment data.	EEF Improving Literacy in Secondary Schools ' Now the whole school is reading ' EEF Reading Comprehension Strategies	1, 2
Student Support Champion with responsibility for Reading.	EEF Improving Literacy in Secondary Schools EEF Small group tuition	1, 2
Phonics intervention programmes (delivered as part of ACE interventions and with LSAs/LSPs).	EEF Phonics EEF Small group tuition	1, 2

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

Budgeted cost: £172,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues, whilst also considering the impact of the cost-of-living crisis. This will include assessing students' individual needs and applying funding to their situation. This could include: uniform, transport, specific equipment. This is not an exhaustive list.	NFER Cost-of-living crisis: Impact on schools EEF Uniform	1, 2, 3, 4, 5
Embedding principles of good practice set out by the DfE: <ul style="list-style-type: none"> Attendance Officer; 	Working together to improve school attendance	5

<ul style="list-style-type: none"> • SSCs deployed to attendance calls and Doorstep Visits; • Parental meetings held by Pastoral Teams; • 100% Attendance initiatives. 		
The Umbrella provision - use of internal and external support staff, resources and agencies to promote positive mental health and wellbeing in students that are struggling.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions EEF Aspiration Interventions EEF Social and Emotional Learning	3, 4, 5
A comprehensive programme to enhance the curriculum which includes: <ul style="list-style-type: none"> • Visits to enhance Cultural Capital; • Financial support to ensure participation in school trips/visits and extra-curricular opportunities; • Careers interventions at KS3 and KS4; • Weekly enrichment/extra-curricular activities. 	Cultural capital and the extracurricular activities of girls and boys in the college attainment process (Kaufman and Gabler, 2004) EEF Toolkit Sports Participation EEF Arts Participation	3

Total budgeted cost: £559,012

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 2022/23 academic year using Key Stage 4 performance data and our own internal assessments.

- The Progress 8 score* for our disadvantaged students was +0.71.
- The Progress 8 score of all students was +0.82.
- The local authority and national Progress 8 score for all students was -0.07 and -0.03 respectively.
- The Attainment 8 score** for our disadvantaged students was 50.4.
- The Attainment 8 score for all students was 55.
- The local authority and national Attainment 8 score for all students was 42.4 and 46.4 respectively.
- EBacc entry for our disadvantaged students was 80%.
- EBacc entry for all students was 86%.
- The local authority and national EBacc entry for all students was 31% and 39% respectively.

** A measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally.*

***A measure of GCSE attainment across 8 subjects.*

Although still positive, there remains a small gap between disadvantaged and non-disadvantaged students within our setting. However, progress, attainment and EBacc entry for our disadvantaged students is significantly higher compared to all students in the local authority and nationally.

For the second year running, according to [We Are In Beta](https://www.weareinbeta.community/posts/top-performing-secondary-schools-with-high-progress-8-scores-for-disadvantaged-students-2019)<https://www.weareinbeta.community/posts/top-performing-secondary-schools-with-high-progress-8-scores-for-disadvantaged-students-2019>, we are in the top 84 secondary schools within the country for Progress 8 for disadvantaged pupils. In 2022-23 we ranked 44th. On similar cohort size we are 4th in the country.

(See [DfE guidance](#) for more information about KS4 performance measures.)

The DfE advise:

School and college performance data for the 2022/2023 academic year should be used with caution:

- In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this and cannot be directly compared to measures from 2021/2022.
- There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges and pupils differently.

(<https://www.compare-school-performance.service.gov.uk>)

- Our disadvantaged attendance figures for 2022/23: 94.4%.
- Our non-disadvantaged attendance figures for 2022/23: 96.7%
- National attendance figures for 2022/23 – 90.7%.

Although still higher than national, there remains a small gap between disadvantaged and non-disadvantaged students within our setting. Therefore, attendance continues to be a significant part of our Pupil Premium strategy.

We will continue to work towards our goals set out as part of this strategy with a stronger focus on reading following the DfE's publication of [The Reading Framework](#) and the reading age data we are seeing in our Year 7 students when they arrive in September.

The current cost-of-living crisis also highlights a need for us to be more flexible in our approach to our wider strategies as parents/carers reach out to us for support during this difficult period for many families.

Externally provided programmes

Programme	Provider
Kick Mentoring	Kick London
Jonah's Project	JP Interception Hub
Combined Cadet Force	CCF
Duke of Edinburgh Award	Duke of Edinburgh Award
Mentoring	MW Impact
Sparx Maths	Sparx Learning
Teach First training	Teach First