

# Pupil Premium Strategy Statement

## School overview

| Detail  | Data                        |
|---|-----------------------------|
| School name   | Q3 Academy Langley          |
| Number of pupils in school  | 1266                        |
| Proportion (%) of pupil premium eligible pupils   | 32%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025      |
| Date this statement was published   | January 2022                |
| Date on which it will be reviewed   | September 2022              |
| Statement authorised by   | Peter Lee<br>Head of School |
| Pupil premium lead  | Grace Cox<br>Vice Principal |
| Governor / Trustee lead   | Stephen Knight<br>Governor  |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £330,655 |
| Recovery premium funding allocation this academic year   | £49,735  |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding,<br>state the amount available to your school this academic year | £380,390 |

# 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 at least good progress and achieve high attainment across the curriculum. We have a highly ambitious curriculum, which raises standards for all pupils within the Academy. Since the Academy opened in 2016, we have always built our Academy with the disadvantaged pupils at the heart of our provision. We are a 'warm but strict' Academy which offers all pupils, but especially the disadvantaged pupils, the 'boundaries and support' needed to flourish. Our paternalistic style of ensuring all pupils are fully equipped in the morning, free breakfast for all KS3 and continuous monitoring and support, means that our disadvantaged pupil outcomes have proven higher than 'national others'.

The focus of our pupils is to support disadvantaged pupils to achieve that goal, including progress for those who are high prior attainers. 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 intended to support all pupils, regardless of whether they are disadvantaged or not, though they are designed to support the disadvantaged pupil first and foremost.

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 strategy is also integral to wider-school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 challenged in the work that they are set;
- 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.

From the start to the end of the day, we believe that every strategy underpins the development of disadvantaged pupils.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | There is still a slight gap between disadvantaged and non-disadvantaged pupils in progress/attainment measures.   |
| 2                | Disadvantaged pupils are more likely to have issues relating to the completion of homework due to Cultural Capital.   |
| 3                | Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by several national studies. This has resulted in significant knowledge gaps, meaning that some groups of disadvantaged pupils are falling further behind age-related expectations.   |
| 4                | Disadvantaged pupils are more likely to have a fixed mindset, thereby limiting their career goals and making it more likely that they will give up on tasks rather than persevere.  |
| 5                | Our assessments (including a wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, Learning Consultant referrals for support markedly increased. |
| 6                | Disadvantaged pupils are more likely to have low attendance rates and/or suffer from persistent absence.  |
| 7                | Disadvantaged pupils are more likely to have issues relating to their behaviour around school and in lessons.   |

## Intended Outcomes

| Intended outcome  | Success criteria  |
|---|---|
| Improved attainment among disadvantaged pupils 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, 70% of disadvantaged pupils will enter the English Baccalaureate (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"> <li>An average Attainment 8 score of 50;</li> </ul> |

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|---|--|
|   | <ul style="list-style-type: none"> <li>An EBacc average point score of 4.5.</li> </ul>   |
| Improved reading comprehension among disadvantaged pupils across KS3.                             | Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.  |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.  |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.  | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>Qualitative data from pupil voice, pupil and parent surveys and teacher observations;</li> <li>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%;</li> <li>The percentage of all pupils who are persistently absent being below 5%, and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul> |

## 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: £120,431.67

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b><u>IRRaSPS</u></b><br/>Learning Consultants use IRRaSPS to ensure that they are providing bespoke targets for underperforming pupils within their lessons. Disadvantaged pupils take priority with these in-class interventions.</p>   | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupils to help ensure they receive the correct additional support through interventions or teacher instruction:<br/><a href="#">Standardised tests</a>   <a href="#">Assessing and Monitoring Pupil Progress</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p> | <p>1, 3</p>                   |
| <p><b><u>Highly quality teaching – including focused staff CPD</u></b><br/>Developing metacognitive and self-regulation skills in all pupils.<br/>This will involve ongoing teacher training and support and release time.<br/>Over 20 staff members are examiners within the Academy. This provides the Academy with the knowledge and skills to prepare all students for their examinations.<br/>10 staff members are completing NPQ courses to ensure the latest research is being used within the Academy.</p> | <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:<br/><a href="#">Metacognition and self-regulation</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p>            | <p>1</p>                      |
| <p><b><u>Maths Provision</u></b><br/>Enhancement of our maths teaching and curriculum support disadvantaged pupils by Hegarty Maths Provision.</p>   | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br/><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p>   | <p>1, 3</p>                   |

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|   | To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem-solving strategies, and help pupils to develop more complex mental models:<br><a href="#">KS2 KS3 Maths Guidance 2017.pdf</a><br>( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) |     |
| <p><b><u>Literacy/Star Reader</u></b></p> <p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each Learning Consultant's subject area.</p> | <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:<br/><a href="#">word-gap.pdf</a> (<a href="http://oup.com.cn">oup.com.cn</a>)</p>   | 1,3 |

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

Budgeted cost: £153,346.67

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b><u>Additional Core Sessions/Longer Academy day/Revision Sessions</u></b></p> <p>Ensuring all disadvantaged pupils are able to access quality teaching to reinforce core knowledge.</p>  | <p>Small group intervention research states the below has a wide impact upon disadvantaged students.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 1,3                           |
| <p><b><u>Covid-19 Catch-up tutoring</u></b></p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> | 1,2,3                         |

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| those who are high prior attainers.  |   |       |
| <p><b><u>Academic Ambassadors</u></b><br/> <b><u>Extra support staff/Personalised Learning Director (PLD) reduced timetable</u></b></p> <p>Five Academic Ambassadors specifically hired to ensure they support disadvantaged pupils within the classroom. The majority of their time should be spent with disadvantaged pupils in lessons.</p> <p>PLDs have a reduced timetable that allow them to monitor and support their year group. In particular, they will be able to work with disadvantaged pupils.</p> | <p>EEF research states that one-to-one tuition is an effect method to ensuring pupil progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> | 2,4   |
| <p><b><u>Free revision guides, Q4Ks and Flashcards</u></b></p> <p>The Academy provides free revision guides, Q4Ks and Flashcards for all relevant year groups. This is to ensure that all pupils have access to paper resources needed. This is to support the holistic learning of the pupil.</p>   | <p>Promoting positive interdependent learning culture for all disadvantaged pupils will raise aspirations.</p>  | 1,2,3 |

**Wider Strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £106,611.67

| Activity  | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| <p><b><u>Bespoke Interventions</u></b></p> <p>Adoption of a Cognitive Behavioural Therapy (CBT)</p> |                                      | 1,2,3                         |

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| <p>intervention for specific pupils who require support with regulating their behaviour and emotions. This includes our bespoke interventions using our Right Path provision and external providers e.g. a counsellor.</p> <p>This includes CPD for school staff and other pastoral training.</p>  | <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:<br/><u>Cognitive Behavioural Therapy - Youth Endowment Fund</u></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:<br/><u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</u></p> |       |
| <p><b><u>Attendance</u></b></p> <p>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice.</p> <p>We have a number of different strategies to help disadvantaged pupils such Doorstep Visits and Family Liaison Work. This includes attendance calls from the Student Support Champion (SSC) to ensure they are able to support families with their child's attendance.</p> <p>Pastoral Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>  | 6     |
| <p><b><u>Acute Issues</u></b></p> <p>Contingency fund for acute issues. This will include assessing pupils' individual needs and applying funding to their situation.</p>  | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. These might include (not an exhaustive list): specific equipment, Alternative Provision or taxis.</p>  | All   |
| <p><b><u>Enrichment/CCF</u></b></p> <p>Year 7 and 8 have access to a wide range of enriching activities. As these are embedded into the Academy day.</p>   | <p>Extra-curricular activities have a positive effect on pupils' wellbeing and engagement with schools.</p>  | 2,4,5 |

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| <p><b><u>Class Charts</u></b></p> <p>Using intel events to ensure pupils' behaviour is monitored and interventions are timely. Using positive praise via our Q-points reward system to communicate successes to families.</p> | <p>There is a clear link between behaviour grades and Progress 8 (TA effort / outcomes matrix and EEF Toolkit Parental Engagement)</p> <p>Ensuring behaviour is monitored to intervene and provide early intervention so that disadvantaged pupils are offered the right support to change their behaviour and mindset.</p> | <p>7</p> |
| <p><b><u>Six Parents' Evenings a year</u></b></p> <p>Ensure 100% contact for disadvantaged pupils on each parent evening. Through parent and family engagement.</p>   | <p>Parental engagement is shown to have a positive impact on a pupil's outcomes. (EEF Toolkit Parental Engagement)</p>  | <p>2</p> |

**Total budgeted cost: £385,820**

## 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.

Our TAGs during 2020/21 suggested that the performance of disadvantaged pupils were Attainment Score: 57.25, and Progress 8: +1.56. This was only slightly below non-disadvantaged pupils in terms of attainment. However, progress measures were in line with non-disadvantaged pupils. This was higher than national average for this group of pupils. EBacc entry was 62.4%, which is higher than other Academies in the local authority.

Despite being on track during the first year (2018/19,) the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including live, remote learning and ensuring all students progress.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 96.58% higher than their peers (98.0%), and persistent absence 8.99% higher. These gaps have slightly increased compared to previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build this into our approach by using the recovery curriculum.

### Externally provided programmes

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Further information (optional)

### Additional activity

#### Planning, implementation, and evaluation

In planning our new Pupil Premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a Pupil Premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutinies, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.