



Student premium strategy statement: Langley Park School for Girls

1. Summary information					
School	Langley Park School for Girls				
Academic Year	2020-21	Total PP budget	£163,322	Date of most recent PP Review	October 2020
Total number of students	1200	Number of students eligible for PP	153	Date for next internal review of this strategy	March 2021

2.	3. Current attainment	
	<i>Students eligible for PP LPGS 2019-20</i>	<i>Students not eligible for PP (national average N/A this year)</i>
% achieving 5 9-4 incl. EM	76%	78%
% achieving expected progress in English / Maths	90%/76%	78% / 93%
Progress 8 score average	+0.75	1.11
Attainment 8 score average	53.59	65.95

4. Barriers to future attainment (for students eligible for PP including high ability)	
In-school barriers	
A.	Literacy skills are lower for students eligible for PP than for other students, which prevents them from making good progress to GCSE
B.	Some students who are eligible for PP funding have limited access to IT
C.	Some students who are eligible for PP are making less progress than other students at GCSE level.
D.	Behaviour/poor attendance of some PP students can have an impact on their learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for students eligible for PP are 92.71 (below the target for all children of 95% and below non PP students 94.04%). This reduces their school hours and causes them to fall behind on average.

5. Outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	Improved literacy skills.			Improved GCSE outcomes closer to non PP cohort	
B.	Improved access to IT			Purchasing of laptops. Monitoring of software use/access. Parent/carer/student feedback.	
B.	Improved rates of progress in PP students diminishing the difference with non-PP students			An improvement in P8 scores for PP students in GCSE exams	
C.	Improve attendance rates of PP students in line with rest of the school. Reduce the number of PP students classed as persistent absentees through the role of various pastoral staff			Outcomes for PP students enhanced by improved attendance of PP students to 95%.	
6. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the Student Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. These are based on the EEF tiered approach.					
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	Cost/When will you review implementation?
Develop whole school teaching and learning Gap in progress & achievement between PP and non PP students is closing	Providing staff with opportunities for effective CPD	The Ofsted report on the Pupil Premium identified high quality teaching and learning to be the key driver in closing the gap between PP and non PP students.	Quality assurance of departments to focus on PP student support through differentiation.	DHT Curriculum	March 2021
	Developing peer to peer exchanges and collaborative research opportunities for staff.	Learning Walk/book scrutinies feedback should show learning is increasingly personalised.	Review of Action Research	AHT T&L	August 2021 Results
	Maintaining the action research program as an integral aspect of our development	<i>Average impact as identified by the EEF: individualised instruction – Moderate impact/moderate cost</i>	Focused year group reviews	AHT Inclusion	£5000
	Continue to develop improvement in pedagogy for all staff.		CPD feedback		

<p>Ensure all PP students have full access to the curriculum through opportunities to access remote learning</p>	<p>PP students to be provided with opportunity to purchase laptops at a heavily reduced (90%) rate</p> <p>For Departments to ensure that all PP students have access to resources they require to fully access the curriculum.</p> <p>Assistance to purchase textbooks, materials and resources</p>	<p><i>It is acknowledged that Pupil Premium students often need support in order to fully access the curriculum. They should not be put at a disadvantage through their lack of IT access, resources and materials</i></p>	<p>PP portal to be set up and purchases monitored. Termly opportunity to purchase laptops.</p> <p>Departments will analyse the needs of the PP students and ensure they have full access to the curriculum through funding relevant IT equipment resource and materials.</p> <p>Departments to monitor IT access and use of Firefly, other subject related software</p> <p>Update department funding formula to reflect number of PP student taught in subject</p>	<p>AHT Inclusion</p> <p>Trust IT lead</p>	<p>Termly</p> <p>Laptops – £30,000</p> <p>Lockers – £4,200</p> <p>Textbooks – £6,000</p> <p>Other – £2,000</p>
<p>Ensure that additional to and different intervention for PP students across the school is strategically mapped, recorded and measured for impact</p>	<p>Purchase of Edukey Provision Map Writer</p>	<p><i>Schools where Pupil Premium funding had be successful were able to carefully monitor and evaluate impact</i></p>	<p>SLT monitoring</p> <p>All interventions measured for impact through the graduated approach of assess-plan-do-review</p>	<p>DHT</p> <p>AHT T&L</p> <p>AHT Inclusion</p>	<p>Spring and summer terms 2021</p> <p>£2000</p>
Total budgeted cost					£49,200
ii. Targeted support					

<p>Reduction of the divide demonstrated at KS4 in English PP student Progress 8 Score improving.</p>	<p>Targeted small group tuition intervention where necessary. All PP students to have a Personalised Learning Checklist for English.</p> <p>Intervention implemented through a Diagnosis, Therapy, Testing model where progress is lower than expected</p>	<p>All intervention is data driven and collated after assessment/trial exams</p> <p>The ability of staff to provide personalised learning which can target individuals effectively is one of the core strategies</p> <p><i>Average impact as identified by the EEF: small group tuition – Moderate impact/moderate cost meta-cognition - High Impact/Low cost</i></p>	<p>Additional English support lessons for identified vulnerable learners</p> <p>Tracking of DTT testing and RAG rating of personal learning checklists</p> <p>Track use by PP students of PiXL</p> <p>Lit App Additional</p>	<p>DH Curriculum Head of English Post graduate tutors</p>	<p>Sept 2021 £11,000</p>
<p>Further improve the Quality of specialist Literacy teaching for PP students</p>	<p>Specialist Literacy teacher Purchase of IDL Programme</p>	<p><i>High impact as identified by the EEF: On average, reading comprehension approaches deliver an additional six months' progress. Successful reading</i></p> <p><i>comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not Overwhelming challenge</i></p>	<p>This role is designed to improve the specialist teaching of literacy skills for targeted PP students.</p> <p>Review of intervention on Provision Map Writer</p>	<p>AHT Inclusion Specialist Literacy teacher</p>	<p>March 2021 £10,000</p>
<p>Reduction of the divide demonstrated at KS4 in Maths PP student Progress 8 Score improving.</p>	<p>Targeted small group tuition intervention where necessary. All PP students to have a Personalised Learning Checklist for Maths.</p>	<p><i>Average impact as identified by</i></p>	<p>See above</p>	<p>DH Curriculum Head of Maths</p>	<p>Sept 2021 £11,000</p>

	Intervention implemented through a Diagnosis, Therapy, Testing model where progress is lower than expected	<i>the EEF: small group tuition – Moderate impact/moderate cost meta- cognition - High Impact/Low cost</i>			
Total budgeted cost					£ 31,000
iii. Wider Strategies					
Reduction of Behaviour points and improve C2L (Commitment to Learning) scores of PP students.	<p>Employment of KS pastoral leads X 2</p> <p>Commissioning of in school counselling provision for 2 days a week</p> <p>Clarity of pathways for intervention for PP students identified with behaviour/SEMH concerns</p> <p>Develop adult and peer mentors where necessary for relevant PA students.</p>	<p>To ensure that student maximise their potential and ensure academic progress it is essential that they have a positive attitude to learning and that poor behaviour does not impact on this</p> <p><i>EEF - On average, Social & Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</i></p>	<p>Monitoring of behaviour logs, identifying trends and areas of concern.</p> <p>Reviewing impact of counselling provision</p> <p>Tracking and intervention by HOY of C2L grades.</p> <p>Establish peer and adult mentoring of PP students with concerns.</p>	<p>DHT</p> <p>HOKS</p> <p>KS3 & 4 Pastoral Leads</p>	<p>July 2021</p> <p>Termly</p> <p>£66,000</p> <p>£5,000</p>

<p>Align P 8 score for the PP cohort to non PP cohort (0.75 Vs 1.11 2020)</p>	<p>Holiday intervention sessions</p> <p>PiXL Maths & English literature App</p> <p>Mentoring of targeted PP students</p> <p>Tracking of P8 bucket breakdown</p>	<p>One of the issues raised during student interviews of the Year 11 PP cohort was that they struggled to revise in their home environment. In school intervention is believed to be effective in addressing this issue</p>	<p>Tracking of attendance to PiXL.</p> <p>Tracking of DTT testing and RAG rating of personal learning checklists</p>	<p>DH Curriculum</p>	<p>Sept '21</p> <p>£23,000</p>
<p>To reduce levels of persistent absence & improve overall absence of PP students</p>	<p>Monitoring of attendance of all students below 95%.</p> <p>Attendance policy review.</p> <p>Improved engagement with parents/carers to improve attendance rates</p> <p>Issuing of fixed penalty notices and prosecution where appropriate</p>	<p>Attendance figures state that whilst overall attendance rates have improved, PP attendance remains lower than the school figure. Students with poor attendance significantly under achieve at school.</p>	<p>Attendance team to monitor and intervene.</p> <p>Year group reviews</p> <p>Regular attendance data analysis.</p> <p>Form tutors, HOY, HOKS regularly updated by attendance team.</p>	<p>AHT Inclusion</p> <p>Attendance team</p>	<p>March 2021</p> <p>EWO - £10,000</p> <p>Safeguarding Officer – £20,000</p>

Total budgeted cost **£124,000**

7. Review of expenditure

Previous Academic Year 2019-20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What was the evidence and rationale for this choice?	How did we ensure it was implemented well?	Review of Impact	Lessons learned
<p>Develop whole school teaching and learning Gap in progress & achievement between PP and non PP students is closing</p>	<p>Providing staff with opportunities for effective CPD</p> <p>Trust level audit of PP students Developing peer to peer exchanges and collaborative research opportunities for staff.</p> <p>Maintaining the action research program as an integral aspect of our development</p>	<p>The Ofsted report on the Pupil Premium identified high quality teaching and learning to be the key driver in closing the gap between PP and non PP students.</p> <p>Identified area of SDP</p> <p>Learning Walk feedback should show learning is increasingly personalised.</p> <p><i>Average impact as identified by the EEF: individualised instruction – Moderate impact/moderate cost</i></p>	<p>Quality assurance of departments to focus on PP student support through differentiation.</p> <p>Review of Action Research</p> <p>Whole school learning review with emphasis on planning for personalised learning and PP students as its focus.</p>	<p>High impact</p>	<p>Action research was well received and actioned by staff</p>

	Continue to develop improvement in pedagogy for all staff.				
Ensure all PP students have full access to the curriculum, access to remote learning	For Departments to ensure that all PP students have access to resources they require to fully access the curriculum. Assistance with materials, resources and curriculum trips	<i>It is acknowledged that Pupil Premium students often need support in order to fully access the curriculum. They should not be put at a disadvantage through their lack of resources and materials</i> <i>Students who take part in</i>	Department will analyse the needs of the PP students and ensure they have full access to the curriculum through funding relevant resources, materials and school journeys. Update department funding formula to reflect number of PP student taught in subject	Medium impact	Some disadvantaged students struggle to access remote learning due to lack of IT equipment
Further improve the Quality of teaching in English and Literacy across the school	Lead practitioner of English Literacy co-ordinator	<i>High impact as identified by the EEF: On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge</i>	These roles are designed to improve the teaching of English within the department and of Literacy throughout the school.	High impact	Identified roles raise awareness of Literacy and provide a focus for staff CPD
ii. Targeted support					

<p>Reduction of the divide demonstrated at KS4 in English PP student Progress 8 Score improving.</p>	<p>Targeted intervention where necessary. All PP students to have a Personalised Learning Checklist for English.</p> <p>Intervention implemented through a Diagnosis, Therapy, Testing model where progress is lower than expected</p>	<p>The ability of staff to provide personalised learning which can target individuals effective is one of the core strategies</p> <p><i>Average impact as identified by the EEF: small group tuition – Moderate impact/moderate cost meta- cognition - High Impact/Low cost</i></p>	<ul style="list-style-type: none"> Additional English support lessons for identified vulnerable learners <p>Tracking of attendance to PiXL.</p> <p>Tracking of DTT testing and RAG rating of personal learning checklists</p> <p>Track use by PP students of PiXL Lit App Additional Maths support lessons</p>	<p>High impact</p>	<p>Targeted personalised intervention that is strategically planned is effective. Known gaps in learning are drivers for improvement,</p>
<p>Reduction of the divide demonstrated at KS4 in Maths PP student Progress 8 Score improving.</p>	<p>Targeted intervention where necessary. All PP students to have a Personalised Learning Checklist for English.</p> <p>Intervention implemented through a Diagnosis, Therapy, Testing model where progress is lower than expected</p>	<p>target individuals effective is one of the core strategies</p> <p><i>Average impact as identified by the EEF: small group tuition – Moderate impact/moderate cost meta- cognition - High Impact/Low cost</i></p>	<p>See above</p>	<p>High impact</p>	<p>Targeted personalised intervention that is strategically planned is effective. Known gaps in learning are drivers for improvement,</p>
<p>Improve students Metacognition and self-regulation</p>	<p>Support students understanding of these concepts and how they can</p>	<p><i>EEF - The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed</i></p>	<ul style="list-style-type: none"> Through the use of Evolve students will be taught techniques that will support their learning in preparation for formal exams. 	<p>Medium impact</p>	<p>Revision strategies that are explicitly taught provide students with tools to support independent learning</p>
<p>iii. Wider Strategies</p>					

<p>Reduction of Behaviour points and improve C2L (Commitment to Learning) scores of PP students.</p>	<p>Develop adult and peer mentors where necessary for relevant PA students.</p>	<p>To ensure that student maximise their potential and ensure academic progress it is essential that they have a positive attitude to learning and that poor behaviour does not impact on this</p> <p><i>EEF - On average, Social & Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</i></p>	<p>Employ monitoring of behaviour logs.</p> <p>Total £66,985</p> <p>Tracking and intervention by HOY of C2L grades.</p> <p>Establish peer and adult mentoring of PP students with issues.</p>	<p>Unable to measure impact due to Covid 19 school closure March 2020</p>	<p>C2L was difficult to robustly measure the impact due to individual students being at home during lockdown. There was a disparity between the historic understanding of C2La and the submission of work during lockdown.</p>
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<p>Improvement of P8 score for the PP cohort from -x.xx* to 0.01</p> <p>(*Figures to be reviewed in Sept 17)</p>	<p>Weekend and holiday intervention sessions</p> <p>PiXL Maths & English literature App</p> <p>Mentoring of targeted PP students</p> <p>Tracking of P8 bucket breakdown</p>	<p>One of the issues raised during student interviews of the Year 11 PP cohort was that they struggled to revise in their home environment. In school intervention is believed to be effective in addressing this issue</p>	<p>Tracking of attendance to PiXL.</p> <p>Tracking of DTT testing and RAG rating of personal learning checklists</p> <p>• £21,060</p>	<p>High impact</p>	<p>The gap still exists between PP and non PP students despite the continued increase in P8 score</p>
<p>To reduce levels of persistent absence & improve overall absence of PP students</p>	<p>Monitoring of attendance of all students below 95%. Attendance interviews, actions plans and engagement with parents to improve attendance rates</p>	<p>Attendance figures state that whilst overall attendance rates have improved, PP attendance remains lower than the school figure. Students with poor attendance significantly under achieve at school.</p>	<p>Attendance team to monitor and intervene.</p> <p>EWO - £10,000</p> <p>Safeguarding officer – £20,000</p> <p>Evidence from attendance figures.</p> <p>Form tutors regularly updated by attendance team.</p>	<p>Unable to measure impact due to Covid 19 school closure March 2020</p>	<p>Students were X coded during lockdown.</p>
<p>Develop Cultural and Character Education of students eligible for PP,</p>	<p>To support students eligible for PP to fully access the curriculum opportunities</p>	<p><i>EEF - Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English,</i></p>	<p>Ensure that PP students are given the best enrichment lesson available to them. To support financially with any related costs.</p>	<p>Unable to measure impact due to Covid 19 school closure March 2020</p>	<p>All was suspended during lockdown</p>

		<p><i>mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils</i></p>	<p>Support PP students fully in them achieving the Langley Character Education</p> <p>Support PP students further their cultural capital through financial support and participation of music lessons, drama clubs, Duke of Edinburgh and sports clubs</p> <p>Edukey - £2105</p>		
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8. Additional Information

The partial school closure from March 2020 until September 2020 had a significant impact on our ability to robustly measure interventions for students eligible for Pupil Premium funding.