

The Archbishop Lanfranc Academy – The Bec Trust

Pupil Premium Strategy Statement



Contents

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged students last academic year.

School Overview

Detail	Data
Number of students in school	827
Proportion (%) of pupil premium eligible pupils	48.49%
Academic years that the strategy covers	2023/24 - 2025/26
Statement published	October 2023
Statement reviewed	October 2024
Authorised by	S Trehearn
Pupil Premium lead	J Atkinson
Governor lead	D Geoghegan

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£357,075
Recovery premium funding allocation this academic year	£96,324
Pupil Premium funding carried forward from previous year	£0
Total budget for this academic year	£453,399

Statement of Intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, 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 students 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 students 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 following the COVID-19 pandemic, 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 students are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can

We will do this by:

- Ensuring the delivery of Quality First teaching for our students
- Improving behaviour and reducing suspensions across the Academy
- Ensuring all students are able to read that will enable them to access an age appropriate curriculum
- Providing high quality support to those whose outcomes are below expectation
- Maintaining a robust support system that responds to the social emotional and mental health needs of our disadvantaged students
- Supporting students in accessing resources and experiences which will enrich their academic experience and develop their cultural capital

Challenges

Challenge Number	Detail of challenge
1	“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending”. EEF Pupil Premium Guide. Ensuring quality first teaching is a top priority and the importance of staff development and recruitment is a key priority for the Academy.
2	Attendance and persistent absenteeism has been affected significantly over the last two years and is a key national target for schools.
3	Students and families need support for their wellbeing, resilience, emotional and mental health.
4	Disadvantaged pupils lack the resources to promote the cultural capital available to their peers.
5	Ensuring pupils are able to read at an appropriate level in order to access an age appropriate curriculum. At TALA, 44% of year 11 students have a below age expected reading ability, 54% of year 10 students have a below age expected reading ability, 31% of year 9 students have a below age expected reading ability, and 24% of year 8 students have a below age expected reading ability.

Intended Outcomes

Intended Outcome	Success Criteria
Pupil Premium students will attend school regularly, in line with national data and in line with non-disadvantaged peers.	Reduction in gap between PP and non PP attendance figures.
Pupil Premium students will achieve academic results in line with national average for attainment at all key boundaries.	English, maths and EBacc measures show attainment at national or better for all pp students.
Pupil Premium students will have a progress score in line or better than students nationally.	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools.

Activities in the Academic Year

This details how we intend to spend our Pupil Premium (and recovery premium funding) this academic year.

Teaching

Activity	Evidence that supports this approach	Challenge number addressed
CPD focus on improving the quality of teaching and learning. Weekly in house CPD to address identified areas of need in teaching and learning. Staff referral to external agencies for subject specific CPD. Affiliation to National College teaching and learning support.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf	1
Recruitment of dedicated lead for reading across the school. English department to deliver a range of reading enhancement programmes.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,5
SENDCo delivering phonics programmes for weakest readers.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	5
Appointment of full time EAL coordinator to assess, monitor, support and teach students where English is an additional language.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 5

Working with specialists from Croydon to embed teaching and learning projects. Work with primary specialists and secondary specialists to enable teaching and learning projects (across all subjects)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	1,5
Whole school, consistent approach to targeted vocabulary instruction to close the vocabulary gap that exists for PP students.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,5
Whole school, consistent approach to recap and recall within lessons (silent starter).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 5
Over staffing in English, maths and science to facilitate withdrawal, support, or smaller class sizes.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1,5
Whole school timetable adapted to prioritise the delivery of PSHE and Enrichment as part of the core curriculum.	Extending school time EEF (educationendowmentfoundation.org.uk)	3,4

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number addressed
Continue to enhance reading comprehension, oracy and literacy skills through the NGRT programme	https://www.gla-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/	5
Embedding of Disciplinary literacy across the school with enhanced resources	https://bedrocklearning.org/literacy-blogs/disciplinary-literacy/	5
Enhanced delivery of the Lexia programme	https://www.lexialearning.com/	5
Intervention groups after school for all Year pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,5
Pupil Premium students to receive revision guides for all subjects.	https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model	4,5
Phonics delivery throughout the school for the weakest readers- to start after half term	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,5

Wider Strategies

Activity	Evidence that supports this approach	Challenge number addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	All
Internal EWO and attendance officer	EWO and attendance officer work collaboratively to provide timely interventions to maintain and improve attendance. [Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	2
The Duke of Edinburgh Award.	The Award scheme is designed to extend the extra-curricular opportunities. It develops the cultural capital and the school subsidises places to allow disadvantaged students to experience the opportunity. Annual Statistics - The Duke of Edinburgh's Award (dofe.org)	5
Academy Days	Students experiencing a wide and diverse range of experiences in and out of London. This develop the cultural capital of students experiencing activities in one of the major cities Against the odds: achieving greater progress for secondary students facing socio-economic disadvantage - GOV.UK (www.gov.uk)	5
Enrichment activities – a range of enriching activities within the school day.	Students have the opportunity to develop their cultural capital through activities beyond the curriculum. Extending school time EEF (educationendowmentfoundation.org.uk)	1,4,5
Schools National Breakfast Scheme – available to all pupils before every school day.	Students have access to a free breakfast each morning. This opportunity promotes students to arrive earlier and be prepared for the school day with nourishing food and drink options. Impact of the NSBP (family-action.org.uk)	1,4,5
Careers Week.	Careers Fairs to develop links with local and global businesses providing insight into the world of work. Pupil premium students prioritised for career guidance. Careers guidance and access for education and training providers - GOV.UK (www.gov.uk)	4

Year 7 Transition Programme.	A support programme for vulnerable students finding the transition from primary school difficult. EEF Blog: Supporting pupils through transitions – a trio of... EEF educationendowmentfoundation.org.uk	3
External mentoring programmes.	A range of outside agencies working with students to reengage/ motivate them to succeed within the Academy. Mentoring EEF educationendowmentfoundation.org.uk	3
School Counsellor employed by school.	Working with vulnerable students needing specific support with emotional and mental health needs to provide strategies and support to students as in need. Advice template (publishing.service.gov.uk)	3
Additional support staff. Two Pastoral Support Team members.	Two extra members of staff appointed to support vulnerable students with issues surrounding behaviour and routines across the school. - NAPCE	3
Summer School	A week of activities for the incoming Year 6 students to orientate themselves within the school building ahead of the September start. Summer schools guidance - GOV.UK www.gov.uk	3,4
Unifrog.	Webinars and podcasts specifically tailored to promote career pathways and develop cultural capital. Pupil premium students prioritised for career guidance. Careers guidance and access for education and training providers - GOV.UK (www.gov.uk)	4
Well-Being room.	A place within school to support the most vulnerable students, housed within the pastoral department. Pupils	All
Contingency fund for acute issues.	We regularly experience the need for a small amount of funding to be available for issues that need addressing quickly such as uniform and shoes for, as yet unidentified need.	All

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.

For 2023, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged students was -0.11. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 38.84. See [DfE guidance](#) for more information about KS4 performance measures.

When we compare our results to 2021/22, we can see that we have improved the Progress 8 score for our disadvantaged students from -0.22 to -0.11, which is an increase of 0.11. However, for our Attainment 8 measure this has reduced from 40.2 for disadvantaged students to 38.84.

We have also compared our results to national figures to help gauge the performance of our disadvantaged students. The national Attainment 8 score for disadvantaged students in 2021/22 was 37.6 and for non-disadvantaged pupils it was 52.8. For Progress 8, the national average score for disadvantaged students was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged students in 2022/23 was below our expectations.

The Progress 8 score of our non-disadvantaged students was -0.11, and the Attainment 8 score was 38.84. 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 students. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged students had less impact than anticipated.

EBacc entry for disadvantaged pupils was 55.17%, which is higher than the previous 2021/22 year and higher than the local authority for non-disadvantaged students at 51% and significantly higher than the national non-disadvantaged at 43%.

Absence among disadvantaged students was 3.37% higher than their peers in 2021/22 and persistent absence 6% higher. We recognise this gap is too large which is why raising attendance of our disadvantaged students is a focus of our current plan. Our assessments demonstrated that student behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged students has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.