

## Liskeard School Pupil Premium Strategy Statement

### School overview

Detail	Data
Number of pupils in school	1179
Proportion (%) of pupil premium eligible pupils	31% ( <i>national average 27.6%</i> )
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/23 to 2025/6
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dan Wendon (Headteacher)
Pupil premium lead	Wendy Birkbeck (Acting Deputy Head)
Governor / Trustee lead	Sally Berne (PP Governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,325
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£98,522
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£50,915
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£454,762

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all our students, regardless of starting points or barriers to learning, are successful, academically, socially and emotionally so that they can leave Liskeard School fully prepared for adult life as empowered citizens. Ultimately, our key aim is for our disadvantaged students to exceed academic outcomes of national non disadvantaged students, and for the gap to diminish between the current performance of these groups. Research proves that excellent academic outcomes are the biggest lever students have to improve their quality of life, hence academic outcomes are the number one priority of this strategy, not just for disadvantaged, but for all students.

Students cannot make academic progress if they are not in school, hence there is a strong focus in this strategy on attendance and building a culture of belonging. Barriers to attendance are removed through the funding of uniform and equipment where needed. It is however, not enough, for students to be present, each student needs to feel like they belong and build excellent habits of attention and engagement. Early behaviour intervention features highly to ensure that classrooms are disruption free and powerhouses of learning. Strong student leadership programmes provide students with a voice, and a sense of belonging and pride in their school.

All students have an entitlement to learn through the wider curriculum and build cultural capital which is why a principle of this strategy that all students will be supported to take part in trips and visits to broaden their horizons.

Reading is integral to our strategy to support disadvantaged students to progress because research shows that without a broad and rich vocabulary, and without the ability to read fluently students struggle to access the full curriculum and struggle to reach their full potential either academically, socially, or emotionally.

High quality pastoral support is at the heart of every successful school. Many disadvantaged students need a higher degree of pastoral care than most, hence the decision to use pupil premium funding to provide a range of tiered support, appropriate for all students who are in need.

### Challenges

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

Challenge number	Detail of challenge
1	<b><u>Attainment</u></b> Whilst the progress 8 gap has reduced ( -0.45 in 2022, -0.09 in 2023) Disadvantaged students are still performing lower than their peers at KS4. For example in 2023:

	<p>Progress 8 gap = -0.09 Attainment 8 gap = -0.71  Gap in % achieving Grade 4 in English and Math's = 18.3%  Gap in % achieving Grade 5 in English and Math's = 6.7%</p>												
2	<p><b><u>Reading</u></b>  Diagnostic assessments show that many disadvantaged students are not as proficient readers as non-disadvantaged students. Being able to read fluently is a key predictor of exam success, so is an issue that needs to be rectified.</p>												
3	<p><b><u>Attendance</u></b>  Attendance data demonstrates that disadvantaged students have more absence from school than their peers, and are twice as likely to be persistently absent.</p> <p>2022/23 figures:</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>88.23%</td> <td>92.96%</td> <td>91.75%</td> </tr> <tr> <td>Persistent absence (below 90%)</td> <td>63%</td> <td>30%</td> <td>27%</td> </tr> </tbody> </table>		Disadvantaged	Non-disadvantaged	Overall	Attendance	88.23%	92.96%	91.75%	Persistent absence (below 90%)	63%	30%	27%
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4	<p><b><u>Behaviour</u></b>  A poor attitude to learning and low-level disruption results in lower outcomes for all. Our observations suggest many lower attaining disadvantaged pupils lack resilience and self-regulation strategies.</p> <p>Data analysis shows a disproportionate number of disadvantaged students have the highest behaviour points and number of suspensions compared to non-disadvantaged students. For example, in 2022/23 disadvantaged students made up 60.53% of suspensions.</p>												
5	<p><b><u>Wellbeing</u></b>  There has been a distinct rise in the number of students needing wellbeing support since covid, and a disproportionate number of these students are disadvantaged. Poor mental health and difficult external circumstances result in lower outcomes for disadvantaged students.</p>												
6	<p><b><u>Hardship</u></b>  Financial hardship presents a barrier to learning in multiple ways, including a reduced ability to buy uniform, equipment, trips and visits, which are necessary for curriculum access and the growth of cultural capital.</p>												

## 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
<p>Improved attainment among disadvantaged students across the curriculum and particularly at the end of KS4.</p>	<p>The KS4 outcomes for the 2025/26 academic year illustrate that disadvantaged students are expected to achieve the following:</p> <p>A Progress 8 score in line with non-disadvantaged students</p> <p>An average Attainment 8 score, which is at least on par with the national average (the 2023 average being 50.2).</p>
<p>Disadvantaged students to be able to read fluently in line with their peers.</p>	<p>Disadvantaged students taking part in the Thinking Reading programme will have reached their chronological reading age.</p> <p>Reading tests to show a narrowing of the gap between the progress disadvantaged students make in their reading compared to non-disadvantaged.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p> <p>To increase engagement with disadvantaged families to support re-engagement of disadvantaged students with their learning.</p>	<p>Sustained high attendance demonstrated by:</p> <p>The overall absence rate for all students being in line with the national average.</p> <p>A narrowing of the attendance gap between disadvantaged and non-disadvantaged students.</p> <p>A reduction in the amount of unauthorised absence between disadvantaged and non-disadvantaged students.</p>
<p>Improved behaviour and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>For disadvantaged and non-disadvantaged students to have proportionate representation in behaviour and suspension data.</p>

	<p>A reduction in repeat suspensions for both disadvantaged and non-disadvantaged students.</p> <p>Quality assurance processes show that levels of attention in lessons is high for all students, including disadvantaged students.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Qualitative data from student voice. 2022-23 student survey to be used as a baseline.</p> <p>Students with high SEMH needs receive specialist help provided by the school and are individually supported with a bespoke education package to avoid becoming NEET. School to achieve an overall 0% NEET target.</p>
For disadvantaged students to develop greater cultural capital though having access to the same wide range of experiences and opportunities as non-disadvantaged students.	For disadvantaged and non-disadvantaged students to have proportionate representation in extra-curricular trips and sporting events.

### 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: £55,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (GL assessments)</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</a></p>	1,2

<p>CAT4 will be used as an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – to provide an analysis of potential student achievement.</p> <p><a href="https://www.gi-assessment.co.uk/assessments/secondary/transition-from-primary/cat4-for-secondary/">https://www.gi-assessment.co.uk/assessments/secondary/transition-from-primary/cat4-for-secondary/</a></p> <p>The analysis of the results of reading assessments will be used to identify reading ages and create personalized reading intervention plans.</p> <p>Single assessment of all students, followed by termly assessments for those for whom it is deemed necessary.</p> <p><a href="https://www.gi-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/">https://www.gi-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/</a></p>	<p><a href="https://www.gi-assessment.co.uk/news-hub/blogs/back-to-school-supporting-children-with-reading-on-return-to-school/">https://www.gi-assessment.co.uk/news-hub/blogs/back-to-school-supporting-children-with-reading-on-return-to-school/</a></p>	
<p>Create a leadership position to co-ordinate the Thinking Reading intervention programme and the Tutor Reading Programme.</p>	<p>DfE suggest that the impact of leadership is second only to the impact of classroom teachers on student outcomes.</p>	<p>1,2</p>
<p>Appoint a Behaviour Manager to help avoid repeated cycles of suspension and increase learning time.</p>	<p><a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a></p> <p>This research found: on average, the association between being absent from school and KS4 outcomes is worse for</p>	<p>1,3,4</p>

	disadvantaged students than their more affluent peers.	
Allocate appropriate Senior Leader time to develop and monitor the Pupil Premium strategy.	DfE suggest that the impact of leadership is second only to the impact of classroom teachers on student outcomes.	1,2

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

Budgeted cost: £174,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide every student in KS4 with a revision guide for their core subjects.</p> <p>Provide every student with access to high quality online revision programmes to support their progress.</p> <p>Sparx Subscription:</p>	<p>Teaching students' metacognitive revision strategies is key to raising attainment:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Research conducted by the University of Cambridge shows that regular use of Sparx boosts attainment and progress in Maths:  <a href="https://www.educ.cam.ac.uk/research/programmes/sparx/">https://www.educ.cam.ac.uk/research/programmes/sparx/</a></p>	1
<p>To expose all students to high quality texts, read fluently by an expert reader.</p> <p>Ongoing investment in texts for the tutor reading programme.</p>	<p><a href="https://www.researchgate.net/publication/5373247_Reading_aloud_to_children_The_evidence">https://www.researchgate.net/publication/5373247_Reading_aloud_to_children_The_evidence</a></p> <p>Through hearing stories, students are exposed to a wide range of words. This helps them build their own vocabulary, improve comprehension and promote the enjoyment of reading.</p>	1,2
<p>To continue to fund a suitable reading scheme (Thinking Reading) to boost the reading ages of the bottom performing 20% of readers.</p>	<p>Thinking Reading is based on the following research:  <a href="https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/11/What-Works-for-Literacy-Difficulties-6th-Edition-2020.pdf">https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/11/What-Works-for-Literacy-Difficulties-6th-Edition-2020.pdf</a></p>	1,2

	<p>Schools using the programme report an average of two months progress in reading age per half hour lesson.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Math's and English:</p> <p><a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p>	
To purchase 15 laptops for the Learning Support department to enable students to take advantage of bespoke online learning intervention programmes.	<p>EFF research suggests that using ICT has a positive impact on improving learning where there is a clear rationale for its use:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1670402590">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1670402590</a></p>	1,2
Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged.	<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="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
To train and use TAs to deliver intervention programmes to support learning	<p>EFF research suggests using TAs to deliver targeted intervention programmes is the most effective way to deploy TAs and has a positive impact on outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	

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

Budgeted cost: £223,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embed principles of good practice set out in DfE's improving school attendance advice:</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p>Daily phone calls to be made to any parents who have not provided a reason for absence. Phone calls and face to face contact with any student at risk of becoming persistently absent by an assigned member of support staff.</p>	<p><a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a></p> <p>This research found: on average, the association between being absent from school and KS4 outcomes is worse for disadvantaged students than their more affluent peers.</p> <p>The DfE guidance suggests that family engagement with schools significantly reduces persistent absence levels.</p>	3,5
<p>Regular in-depth analysis of behaviour points leading to early intervention and support at various levels (classcharts &amp; provision map)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>This research shows that effective interventions reduce low level disruption and can prevent repeated cycles of suspensions that remove students from school for periods of time.</p>	4,5
<p>Access to alternative provision as a short term intervention to help disengaged disadvantaged students to re-engage with education.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/585550/Alternative_provision_effective_practice_and_post-16_transition.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/585550/Alternative_provision_effective_practice_and_post-16_transition.pdf</a></p> <p>This research shows that appropriate short-term alternative provision can be an effective mechanism to help 'reset students' in their education.</p>	
<p>The removal of barriers to attendance, and an increased sense of belonging through the funding of uniform and equipment where needed.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p> <p>This research shows that helping alleviating the financial hardship of providing uniform and equipment improves attendance.</p>	1,5
<p>Access to breakfast club for all disadvantaged students.</p>	<p>There is good evidence that eating a healthy breakfast aids concentration.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-">https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-</a></p>	1,5,6

	<p><a href="https://www.bbc.com/news/health-51111111">breakfasts-on-pupils-attainment?utm_source=/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast</a></p> <p>33% of Liskeard students regularly do not have anything to eat or drink before school (SHEU Survey 2019). Tutor feedback suggests that this figure has grown significantly in the current economic climate. Liskeard had the highest use of foodbanks in Cornwall.</p>	
Increased access to pastoral support appropriate to need (an additional Assistant Head of Year)	<p>Public Health England the link between public health and wellbeing and attainment and the DfE investment in Mental Health Leads promotes the link between mental health and outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	3,5,6
Wider curriculum enhancement – financial support to enable disadvantaged students to access a broad range of opportunities and experiences.	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</a></p> <p>The work of Bourdieu and other sociologists demonstrate the impact of developing cultural capital.</p>	1,3,4,5,6
Contingency fund for acute issues, including a hardship fund for vulnerable students not eligible for Pupil Premium.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This also includes ring fencing money for a hardship fund where students and families can be supported for basic items such as uniform and equipment to allow students to access learning.	6

**Total budgeted cost: £454,038**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome
<p>Improved attainment among disadvantaged students across the curriculum and particularly at the end of KS4.</p>	<p>In 2023 the average grade attainment grade of our pupil premium students was 3.36 compared to 4.07 for non-disadvantaged students (0.71 gap). Given the shift in grade boundaries and that the national disadvantage attainment gap widened from 3.84 in 2022 to 3.99 in 2023 this is not out of line with the national picture and is especially relevant in a Cornwall context with only four schools having a positive Progress 8 score for disadvantaged.</p> <p>On target to achieve overall outcome.</p>
<p>Disadvantaged students to be able to read fluently in line with their peers.</p>	<p>Observations of the tutor reading programme evidence high levels of engagement. The first cohort of students selected for the Thinking Reading programme is underway. Students engaging well and positive small steps made.</p> <p>On target to achieve overall outcome.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p> <p>To increase engagement with disadvantaged families to support re-engagement of disadvantaged students with their learning.</p>	<p>Attendance continues to be an issue, however the implementation of trust wide procedures in 2022/23 are showing promising signs of improvement.</p> <p>Bespoke support packages are proving successful with the most hard to reach families of students with the lowest attendance.</p> <p>Slightly off target to achieve overall outcome.</p>

Improved behaviour and self-regulatory skills among disadvantaged students across all subjects.	SLT walk the school daily and observe distraction free classrooms almost 100% of the time. The behaviour of the vast majority of students has improved in every respect (lesson transition, social times and in classrooms). Disadvantaged students who struggle with regulation have additional intervention through the Behaviour Manager and behaviour support plans. This is a work in progress.  On target to achieve overall outcome.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	The wellbeing and mental health of young people is a deteriorating national picture. Liskeard has increased its wellbeing offer in response to growing need which has been received positively by students.  On target to achieve overall outcome.
For disadvantaged students to develop greater cultural capital though having access to the same wide range of experiences and opportunities as non-disadvantaged students.	There is no gap between disadvantaged and non-disadvantaged students accessing trips and visits. For example, disadvantaged Year 7 students are supported to attend the Porthpean residential, Year 10 students are supported to gain work experience.  On target to achieve overall outcome.

### 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
Maths intervention	SPARX Maths
Reading intervention	Thinking Reading
Online tutoring	My Tutor, SAVVY, Academy 21, Pendynas


**Service pupil premium funding (optional)**

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p></p>

### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*