

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Liskeard School and Community College
Number of pupils in school	1026 (1160 inc 6 <sup>th</sup> Form)
Proportion (%) of pupil premium eligible pupils	29.9%
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	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Alex Lingard, Headteacher
Pupil premium lead	Chris Knipe, Deputy Headteacher
Governor / Trustee lead	Sally Berne, PP Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,500
Recovery premium funding allocation this academic year	£42,019
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,683
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£351,202

# Part A: Pupil premium strategy plan

## Statement of intent

Liskeard is a market town with very little infrastructure or industry. Since the A38 bypass was built and the gradual demise of the farming industry, the town serves as a commuter town for Plymouth some 14 miles east. Its 'major' employers are the school, the council, the health service and Morrisons. Unemployment has not risen but under-employment has (zero working hours, part-time hours). The number of people self-employed is almost double the national figure, but average wages for the self-employed in Liskeard is £11K (to compare: Min Wage x 35hrs/week = £15K). It is the 8th worst constituency in the country for people not earning at least the Living Wage. As a consequence, Liskeard has had the highest percentage increase in Cornwall of free food distributed by the food bank (1 tonne every 10 days). Over 75% of Food Bank users are in employment, indicating the high level of in-work poverty in the area.

The catchment of the school includes areas of high deprivation (Index Multiple Deprivation 2019) and the percentage of children living in poverty is 38%, compared to the Cornwall average of 21% (IDACI 2019). The school is currently looking at ways it can support the 'Liskeard Together' programme (Cornwall Housing, Town Council, Eccabi Charity) to help parents manage financially with the introduction of Universal Credit, particularly with the impact it has on seasonal workers. 24% of adults in Liskeard have no qualifications (effectively can't read or write), and a further 15% have no more than a Level 1 qualification.

Due to the context of the local area, as well as the fact that the school is considered to be central to the development of the community, our intention is that all pupils, irrespective of their background or the challenges they face, are fully supported so that they are able to make good progress and achieve high attainment across the curriculum, particularly in relation to core subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We consider the challenges faced by all pupils classed as vulnerable, such as those who have a social care or Early Help involvement or are 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, as well as effective pastoral care, 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 also supports 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 as well as individual needs, rooted in strong evidence bases and diagnostic assessment. 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're set
- ensure students are supported via the various approaches available in school so that they can thrive and achieve
- act early to intervene at the earliest point, as soon as 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

## Challenges

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

Challenge number	Detail of challenge
1	<p>Increased numbers of disadvantaged students with low prior attainment resulting in lower starting points and weaker basic skills. Knowledge gaps on entry to school from KS2 are also evident, inhibiting progress at KS3 and 4.</p> <p>Observations, pupil voice and staff feedback suggest that disadvantaged students have a lack of cultural capital resulting from a reduced access to a range of experiences.</p> <p>Lower expectations from staff and insufficient progress at KS2 and KS3 are evident, particularly in mathematics, resulting in attainment of disadvantaged pupils, especially lower attaining students, being generally lower than that of their peers.</p>
2	<p>Assessments, observations and discussion with staff and pupils indicate that disadvantaged pupils generally have lower levels of oracy skills and depth of vocabulary. Reading comprehension is also lower than that of peers. This impacts their progress in all subjects.</p>
3	<p>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 backed up by national studies. This has resulted in knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks.</p>
5	<p>Data analysis shows there here is a disproportionate quantity of disadvantaged students who have the most Behaviour Log incidents in the school. Disadvantaged students make up a high number of exclusions.</p>

	<p>Social, mental health and emotional needs – some difficulties with regulating behaviour, high levels of social care involvement and safeguarding needs.</p> <p>Observations and discussions with pupils and families have identified mental health, social and emotional issues for many pupils. This is partly driven by concern about catching up lost learning and exams, and the lack of enrichment opportunities and social interactions brought about by the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Historically there has been a small difference between our Pupil Premium students and non-PP students when it comes to attendance. National data consistently shows lower attendance in disadvantaged families</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.7 – 4.2% lower than for non-disadvantaged pupils.</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
Improved attainment among disadvantaged pupils across the curriculum and particularly at the end of KS4.	<p>Drop-ins and lesson observations will show responsive teaching which challenges all students appropriately.</p> <p>A mastery approach is developed to support students to make at least good progress in maths.</p> <p>Students to have access to a wide range of experiences both within the curriculum and throughout of school opportunities in order that they develop greater cultural capital.</p> <p>Student progress is deemed at least good, and the gap between PP and non-PP students reduces, to the point it ceases to exist.</p>
Improved oracy skills and depth of vocabulary among disadvantaged pupils across KS3.	<p>Students are facilitated to access and acquire knowledge of our 'Big Words' / Tier 2 and 3 vocabulary. Implementation of Direct Instruction to show improved literacy in Y7 and Y8. Students to report positive feedback regarding improved confidence in oracy and reading across the school.</p>

To achieve an increase in engagement in school and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>A decrease in behavioural incidents and fixed term exclusions from disadvantaged students.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Metacognitive and self-regulation skills will be developed in all pupils, resulting in greater confidence and resilience in learning.</p> <p>Teachers will become experts in using metacognitive approaches in the classroom.</p>
A reduction in behaviour incidents, increased attendance and academic attainment in line or better than expected from targeted PP students.	A reduction in behaviour incidents, increased attendance and academic attainment in line or better than expected from targeted PP students.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	School attendance will be better than the national average. Gap between PP and non-PP will reduce in terms of PA and attendance.

## 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: £158108

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are</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>1</p> <p>2</p>

interpreted correctly.	<a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	
<p>Developing meta-cognitive and self-regulation skills in all pupils.</p> <p>This will involve on-going teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 2 4 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access CPD opportunities, including Teaching for Mastery training.</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. This guidance includes references to a curriculum compatible with teaching for mastery which rejects superficial short-term coverage in favour of developing deep, connected understanding of key ideas. This forms a secure foundation for future learning, so making more efficient use of teaching and learning time</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>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:</p> <p><a href="#">KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Adopting an oracy focused teaching approach across the school but with explicit focus on KS3.</p> <p>Improving oracy and literacy skills in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy</a></p>	<p>The Oracy Skills Framework is suggested to provide an appropriate and effective structure to support curriculum design and to underpin the development of the Oracy Assessment Toolkit. It also provides the basis for a shared language for teachers implementing the Oracy Curriculum, Culture and Assessment Toolkit. This in turn has been seen to increase student engagement.</p> <p><a href="https://files.eric.ed.gov/fulltext/ED581146.pdf">https://files.eric.ed.gov/fulltext/ED581146.pdf</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	<p>1 2</p>

<p><a href="#">in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	
<p>Other development of staff expertise in pedagogical approaches to support the progress of all students. This includes support for effective blended learning approaches in the face of possible ongoing disruption due to the pandemic.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. High quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1</p>

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

Budgeted cost: £52277

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 those</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 (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 3</p>

who are high attainers.		
Targeted academic intervention	<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://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 2
PP students (and others requiring additional support in lessons) to be provided appropriate, high quality 1:1 and group support in order to enable them to access the curriculum and engage within the community of the school.	<p>Teaching assistants can provide a large positive impact on learner outcomes, Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. At Liskeard we use a mix of approaches to support the progress of students. <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>	1 2 3 4 5

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

Budgeted cost: £143612

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a restorative justice training for staff and intervention for specific pupils who require support with regulating their behaviour	<p>There is good evidence that restorative practice delivers a wide range of benefits for schools.</p> <p>A <a href="#">report</a> published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.</p> <p>An independent <a href="#">evaluation</a> of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.</p>	1 5 6

<p>and emotions.</p> <p>This includes training for school staff, collaboration with schools within the MAT and teacher release time.</p>	<p>In <a href="#">Barnet</a>, an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.</p>	
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance officers are employed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>1 6</p>
<p>Pastoral Support</p> <p>(Curriculum &amp; Behaviour)</p>	<p>We employ pastoral teams to support learners. Due to the nature of need within the school, the pastoral support teams spend a high proportion of their time working with vulnerable and disadvantaged students, working through a range of support approaches including behaviour interventions and acting in the role of mentors as required. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying.</p> <p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations.</p>	<p>3 5 6</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>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	
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.	3 6

**Total budgeted cost: £353997**

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 internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was better than in the previous 3 years in key areas of the curriculum. Internal assessments suggest that the attainment gap, evidenced by internal calculations of Progress 8 score using Sisa collaboration data of over 1000 other secondary schools, closed significantly. Calculated P8 scores went from -0.8 (2020) to -0.25 (2021) and Attainment 8 scores improved to 36.31 in 2021 from 34.53 in 2020. Overall P8 score for the school went from -0.36 to -0.01 since 2019. EBacc entry was 22.7% in 2020, which is higher than in the previous year's entry (12.6%)

Our assessment of the reasons for these outcomes point to the impact made in terms of ongoing school improvement and the dividends filtering through into student outcomes. However, the impact of Covid-19 cannot be understated and has disrupted all aspects of school life and student progress to varying degrees. As evidenced nationally, partial closure was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. However, the impact was mitigated by our commitment to high quality blended learning approaches where we were able to maintain a high-quality curriculum during periods of partial closure. This included the implementation of a full timetable of live, online lessons across all Key Stages. This was supported by reallocation of school resources, and later the dissemination of DfE laptops and internet provision, to families where need was identified.

In school provision for key worker families, vulnerable students, the majority of whom were eligible for PP funding, or those failing to access online learning was also put in place to minimise the impact of these closures. Regular contact with students deemed vulnerable and those eligible for the pupil premium, maintained a layer of support and consistency throughout periods of school closure. This was facilitated using PP funding and provision of Emotional Health and Well Being Coordinators and other pastoral staff. Despite this excellent provision being in place, pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues and continue to be so at the start of the 2021 – 2022 academic year. We continue to build on the emotional and wellbeing support for students in our new plan.

## Further information (optional)

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