

Pupil premium strategy statement

School overview

Detail	Data
School name	Leytonstone School
Number of pupils in school	959
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J McQuaid
Pupil premium lead	S Columb
Governor / Trustee lead	F Sinclair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,090
Recovery premium funding allocation this academic year	£35,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£264,180

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is allocated to pupils that meet the criteria outlined in the '*Pupil premium: conditions of grant*', as updated and published by the Government yearly.

This strategy is underpinned by the principle that every disadvantaged student has an equity of opportunity and it is the whole school's responsibility to achieve this. As outlined in our ethos statement, every pupil in our school is treated as part of the 'Leytonstone family' and as such, "we work hard together" for every pupil to excel, regardless of their background. Supported by research and continual professional development, leaders understand the impact that coming from a disadvantaged background can have. However, every child is different and "we ask questions, we delve" to find out how to best support and guide pupils through their education in our school. Our ethos aspires that "we are healthy in mind and body" and therefore we have a responsibility to ensure pupils are not disadvantaged because of an absence of basic needs, such as food and access to equipment. The strategy is evidence informed and as such each of the challenges has been identified from a range of sources. Furthermore, as this strategy is Year 1 of 3, then the intended outcomes of this year are realistic for this year, whilst part of a bigger picture of how students will be positively impacted by the strategy.

Teaching

Learning is a journey for pupils that they feel prepared to undertake and enjoy. As such, the pupils are enriched by the planned "experiences" in our curriculum, so that every pupil is ready for 'Life after Leytonstone School'. Our ethos voices that every pupil should "broaden their horizons" which our school aims to achieve through exposure and understanding of different careers, and educational opportunities. This principle is continuing this year as we aim to enable disadvantaged students to have a breadth of experiences as part of the wider curriculum to support wellbeing, and improve their knowledge of cultural events.

This approach will focus on the successful implementation of the well-planned curriculum so that disadvantaged students are engaged in learning in consistently well delivered lessons, whilst being able to access the learning in lessons through the literacy support identified in the report. Furthermore, that students' literacy is improved through 'cover to cover' tasks that are appropriate for the different reading ages of our students. This will require teacher training around literacy and what differentiates the different reading age of texts.

Targeted Academic Support

This part of the strategy focuses on supporting disadvantaged students through mentoring, coaching and targeted strategies to improve engagement with school. The Pupil Premium coordinator will be focused on monitoring pupils' engagement with the curriculum and also leading a Year 11 'Step Up' programme so that these targeted students and their families receive guidance on how these students can prepare for their next steps in education, and prepare well for their GCSE examinations. It is also important that targeted students receive support for their music lessons so that they are able to complete their GCSE course.

Wider Strategies

The wellbeing of students has been highlighted in the last report as an area to be addressed this year. This is due to the increase in the report of anxiety to the counselling team in school, and reports on CPOMS. The absence of trips and other extra-curricular opportunities, which should be experienced by students to increase their cultural capital, means that funding needs to be directed to this area.

The introduction of the Family Engagement Partner is crucial for improving engagement with our families, and providing essential support so that they can access services in the local area. It is envisaged that this role will develop this year and the mechanisms for improved communication and engagement are in place.

Overall an improvement in students personal development and academic outcomes is reliant on their attendance to school which is why this has been highlighted as a key area for us to focus on this year.

Challenges

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

Challenge number	Detail of challenge
1	<p>“We seek experiences which will broaden our horizons and we are equipped to manage the unknown; we are brave and knowledgeable.”</p> <p>The NGRT’s completed by the current Year 7 and 8 students have evidenced that the students (including those students in receipt of free school meals) are above the national reading age</p> <p>Current Year 7 cohort (NGRTs Oct 2021):</p> <ul style="list-style-type: none">•83% are on track (expected reading age or higher). <p>The mean SAS of Year 7 is 108.0</p> <p>The students in receipt of free school meals is a mean SAS of 104.7 and the mean SAS of the other students is 107.7. Though both groups are above the national average reading age, there is a gap to close internally in the school.</p> <p>Current Year 8 cohort (NGRTs Oct 2020):</p> <ul style="list-style-type: none">• 74% are on track (expected reading age or higher). <p>However there is a gap between the students in receipt of free school meals, and those that are not.</p> <p>The mean SAS of Year 8 is 105.5.</p> <p>The students in receipt of free school meals is 100 mean SAS which means they are in line with the national average reading age. Though the mean SAS of the other students is 106. This identifies a gap between these two groups of students that needs to be closed in school.</p>

2	<p>“We know that Rome was not built in a day; we dig deep, stick in our heels, and we make gains”</p> <p>See Table 1 (attendance data this academic year to date of the report)</p> <p>In all of the year groups, the attendance of non pupil premium students is better than pupil premium students; with the largest gap in Year 9. The challenge is clearly to improve the attendance of pupil premium students to at least be on par with their peers.</p> <p>The data also evidences that pupil premium students’ attendance is overall better than 90% in all year groups. Therefore this is a challenge to improve the attendance of non pupil premium students in all year groups that are below 90%. However, when analysing the data and reviewing individual cases, it is clear that there are students (of both groups) that have significantly low attendance to school and why attendance is low, must be investigated and improved on a case by case process.</p> <p>See Table 2 (attendance data this academic year to date of the report)</p> <p>The last challenge facing our school is the punctuality of pupil premium students to school. Again, in all year groups, pupil premium students’ punctuality to school is below their peers; with significant concern for Year 9 and Year 11 students.</p>
3	<p>“We are curious, we ask questions we delve and discover”</p> <p>Students have had limited access to the extra-curricular activities to support their learning in lessons, and to develop intrigue and a curiosity about the wider world. Remote learning involved lessons delivered online and thus students encountered more task based lessons, which limited their engagement with learning.</p> <p>Upon return to school, practical subjects have been subjected to restrictions as the students were taught in their ‘bubbles’, in their classrooms. For example, students could cook food as part of practical lessons in their Food Technology.</p> <p>Trips and other extracurricular opportunities were not experienced by the students during lockdown. A limited of trips have been organised so far this year, but to support families being able to attend trips (especially after families’ finances will have been affected due to the lockdowns) it is important to fund places:</p> <p>PP students - 100% of trip funded Non PP (curriculum related trips) - 50% of trip funded</p>
4	<p>“As Leytonstone citizens we know what we want and we know how to get it”</p> <p>Our discussions with students have highlighted that many students are unsure of how to continue their education. Furthermore, when making their curriculum choices in Year 9, it was observed and noted that many Year 9 students were unsure of which subjects to pick, and importantly, why to pick them. It was noted in the last report that</p> <p>Interviews with the current Year 11 students (conducted by the Pupil Premium Coordinator) have highlighted that many disadvantaged students are unsure of their career choices, and when they have decided upon a career, they are unclear of the qualifications necessary for this career.</p>

	<p>It was noted in the last PPG report that students welcomed the careers programme and that there is an increase of the use of Xello to plan their options. However, this support is still being developed.</p>
<p>5</p>	<p>“We are healthy in mind and body. Life brings us challenge, but we take care of ourselves and each other; when things get difficult we know where to go”.</p> <p>The disruption to students’ routines and experiences of school has had an impact on their emotional, mental and physical wellbeing.</p> <p>As noted in the last PPG report, there has been an increase in the reports of anxiety on CPOMS.</p> <p>Observations of the students’ behaviour in lessons and during unstructured time have indicated that many students felt anxious about returning to school, and indeed had become sceptical as to the purpose of it. Many of the calls to parents during lockdown have informed us of the deteriorating health of students in all year groups.</p> <p>Indeed such challenges previously outlined above, have only added to the students’ declining wellbeing. The student focus groups this Autumn term have given the students the opportunity to communicate their relief at the return of practical lessons, which have indeed made them feel happier in school. Our School Improvement Plan (point 3) outlines a necessity to prepare students “purposeful and ambitious progression” with one aim to improve the attendance of students. Our challenge is ensure all students enjoy being at school, and feel a sense of purpose and drive from all of their learning experiences.</p>

Table 1: Attendance

Year Group	Overall attendance %	Pupil premium students' attendance %	Non – pupil premium students' attendance %	Pupil premium students' attendance 90% and below %	Non pupil premium students' attendance 90% and below %
7	96	95.9	96.0	3.4	11.3
8	93.7	92.8	94.6	6.8	13.5
9	92.8	89.9	93.6	8.8	8.8
10	92.5	91.7	93.2	9.0	17.6
11	94	93.1	94.1	7.1	10.0

Table 2:Punctuality

Year Group	Student’s overall punctuality to school %	Pupil premium students late to school %	Non - pupil premium students late to school %
7	97.4	1.6	1.0
8	97.2	1.7	1.1
9	92.8	4.5	2.7
10	93.5	3.6	2.9
11	89.8	6.0	4.2

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>“We seek experiences which will broaden our horizons and we are equipped to manage the unknown; we are brave and knowledgeable”.</p> <ol style="list-style-type: none"> All students will have access to the Leytonstone Canon. All students will learn about vocabulary and literature in their planned form time lessons. All students involved in the small intervention groups will have made at least 1 year increase in their reading age, which will be evidenced in the NGRTs in June 2022. 	<ol style="list-style-type: none"> As evidenced in the consistency of the reading sessions in form time Observations, and learning walks, conducted of form time will evidence the engagement of students in literacy sessions. Evidenced in the second NGRT completed by students in June 2022 Regular use of the library to take out books (log of books taken out), observations of form time, attendance

<ol style="list-style-type: none"> 4. Develop a culture of students reading for enjoyment 5. Build the confidence of the students in the identified groups 6. Reading age appropriate tasks have been set in all cover to cover tasks 7. By the end of the three years, the mechanism of how to support children with low-literacy. This is an effective process that swiftly identifies which students require support and intervention is in place post the NGRT. 	<p>at reading club, student focus group responses.</p> <ol style="list-style-type: none"> 5. Evidenced in the second NGRT completed by students in June 2022, student focus group responses, lesson observations 6. Analysis of cover to cover work set on Google classroom, student focus group responses 7. The interventions begin swiftly after the analysis of NGRT's
<p>“We know that Rome was not built in a day; we dig deep, stick in our heels, and we make gains”</p> <ol style="list-style-type: none"> 1. School wide target of 95% attendance overall for all students 2. Improve the punctuality of PP students especially in Year 9 and 11. 3. Earlier intervention of all students who are under 90% attendance 	<ol style="list-style-type: none"> 1. Continued analysis of attendance data on a half termly basis with Pastoral teams coordinating with the EWO from the LA in ensuring all stakeholders are invested in attendance 2. PP breakfast club every day with all students invited. FEP to work with families that we have previously found it hard to engage with, to improve punctuality. HOY to make regular phone calls to repeat PP students who are late 3. Attendance contract meetings termly with parents and pastoral teams to target set improvements.
<p>“We are curious, we ask questions we delve and discover”</p> <ol style="list-style-type: none"> 1. 26% + attendance of pupil premium students in enrichment activities across the school 2. This year all students have the opportunity to experience a range of extra-curricular opportunities 3. Students are informed by well planned assemblies, that may involve outside speakers. 	<ol style="list-style-type: none"> 1. Registers of attendance at enrichment activities evidence evidence 26% + attendance of pupil premium students. 2. range of activities available and advertised on our website. 3. The new Leytonstone format for assemblies is consistently adhered to and monitored by SLT links. Teachers led extended assemblies
<p>“As Leytonstone citizens we know what we want and we know how to get it”</p> <ol style="list-style-type: none"> 1. All Year 9 students have a meeting with their form tutor about their choices so that they are supported. 2. In terms of students’ curriculum choices, pupil premium students choose a broad and balanced curriculum. 3. All Year 11 students are offered, and attend a careers interview. 	<ol style="list-style-type: none"> 1. Attendance at meeting 2. Choices are checked and SLT will meet with any students whose choices do not meet this criteria; a broad and balanced curriculum is achieved for students. 3. Attendance at meeting 4. Leaver’s data collected post August 2021

<p>4. At least 98% of Year 11 students continue their education (A' levels, BTEC's etc)</p>	
<p>We are healthy in mind and body. Life brings us challenge, but we take care of ourselves and each other; when things get difficult we know where to go.”</p> <ol style="list-style-type: none"> 1. There is a mechanism embedded to know the experiences of the pupil premium students (PP, student focus group) 2. The outcomes of the previous four challenges are achieved to support students' wellbeing in school. 	<ol style="list-style-type: none"> 1. Established focus group which regularly collates pupil's voices and analysed by leaders. Actions are identified based on student feedback. 1. See success criteria for the 4 outcomes above.

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: £ 71,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deeper embedding of literacy projects across the school including the Leytonstone Canon and Cover to Cover in order to ensure that pupils are able to read well and secure appropriate vocabulary in order to articulate themselves and make sense of their learning. Specific interventions include:</p> <ul style="list-style-type: none"> • From Jan 2022, the implementation and monitoring of 4 small reading groups (set in reading ages, such as 6-7 yrs), which follow a recognised reading programme. Summatively assessed by NGRTs in June 2022. 	<p>Library records, departmental C2C records, attainment data, focus groups.</p>	<p>1, 5</p>

<ul style="list-style-type: none"> • 1 small reading group, in year 7 and 8, for low literacy EAL students and led by the EAL coordinator • Reading lessons as part of the English curriculum • reading of books from the 'Leytonstone Canon' during form time. • Informing parents of the strategies, and how to encourage an enjoyment of reading. • Rewards for students who read a target amount of books and complete the subsequent quizzes to evidence comprehension. 		
<p>Dedicated member of SLT focused on supporting the Literacy Coordinator in embedding disciplinary literacy across two departmental areas in the first year.</p>	<p>Schemes of learning, pupil portfolios, attainment data</p>	<p>1,5</p>
<p>Continuation of effective training for teaching/support staff in the explicit teaching of literacy.</p> <ul style="list-style-type: none"> • Specifically, literacy coordinator training teachers on effective whole school reading strategies for the range of reading ages in Yrs 7 and 8. 	<p>Training data, pupil portfolios across school, attainment data</p>	<p>1,5</p>
<p>Reduction of in-school variation of teaching and learning in order to ensure that pupils have curricular 'equality of opportunity' and excel across the curriculum.</p> <ul style="list-style-type: none"> • training for all staff about the new RSE curriculum, how to scaffold and model effectively in lessons, and the introduction of instructional coaching to improve teaching practice. 	<p>Teaching and learning QA data, training data, attainment data.</p>	<p>1,2,5</p>

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

Budgeted cost: £ 182,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated TLR (Pupil Premium Coordinator) post focused on improving PPG pupils' access to the school's offer	<p>Pupil focus group data, improved participation from PPG pupils</p> <p>Outcomes of the Year 11 'Step Up' Programme</p>	1,2,3,4,5
Development of the school's RESET programme in order to teach pupils positive habits for successful living.	RESET data, behaviour data/logs (selected pupils)	4, 5
Continuation of the coaching programme led by the Pastoral Lead aimed at helping pupils develop skills to support learning in school	Coaching data, behaviour logs (selected pupils)	1,2,3,4,5
<p>Improved use of the local authority attendance package (gold) in order to ensure that pupils are in school learning and making the best of this educational opportunity.</p> <ul style="list-style-type: none"> EWO conducts home visits and maintains clear communication with parents to improve their child's attendance to school. 	attendance data	1,2,3,4,5
Continuation of the school's subsidy for the music service to ensure that all pupils can have access to high quality music tuition.	music service expenditure, arts extracurricular groups attendance logs	1,2,3,4, 5

Cross school purchase of textbooks to provide equal access to high quality curriculum content.	attainment data (KS4)	1,2, 5

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

Budgeted cost: £81,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of ‘beautiful things’ curriculum to provide pupils with access to a high quality arts and cultural experiences</p> <p>Events including:</p> <p>performance and presentation of high-quality drama, art and music GCSE pieces.</p>	<p>Log of pupils involved with project, quality of work produced (attainment), feedback from students</p>	1,2,3,4,5
<p>Two planned productions for pupils in the school to access in order to provide access to a high-quality arts experience (PPG pupils will be targeted for involvement)</p>	<p>Log of pupils involved with project, quality of work produced (attainment)</p>	1,2,3,4, 5
<p>Creation of a purposeful assembly curriculum supported by external visitors with the aim of raising pupils’ inspirations.</p>	<p>Robust assembly curriculum, pupil focus groups</p>	1,2,3,4,5

Continuation of PTA activities aimed at improving school experience for all pupils	PTA activity log, pupil focus groups	1,2, 3,4,5
<p>Pastoral interventions to improve attendance of students</p> <ul style="list-style-type: none"> ● Organise and ongoing review of Attendance contracts set up with parents students and pastoral teams to establish targets for PA PP students ● PP students identified with low attendance and aspirations have been added to the pastoral mentoring via the EST panel. ● Regular calls to be made by Pastoral leaders to pp students with punctuality ● Home visits when required to be conducted by pastoral leaders and a member of the safeguarding team. ● leaders monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with PP families. 	attendance and punctuality data, minutes of meetings with parents, minutes of pastoral and LM minutes,	1,2, 3,4,5
<p>Monitoring and implementation of new attendance policy by establishing robust escalation procedures which are initiated before absence becomes a problem, for example by:</p> <ul style="list-style-type: none"> ● Sending letters to parents and carers ● Adding attendance to all pastoral meetings ● creating attendance review points in the school calendar ● engaging with local authority attendance teams and/or 	attendance and punctuality data, minutes of meetings (parents/pastoral team)	1,2,3,4,5

<p>independent attendance organisations</p> <ul style="list-style-type: none"> ● using fixed penalty notices ● engaging with children’s social care staff, including Virtual School Heads and social workers where appropriate 		
<p>Continuation of breakfast club to support vulnerable pupils in making a healthy start to the day.</p> <ul style="list-style-type: none"> ● PP pupils with poor punctuality to school identified and targeted to attend breakfast club (see challenge section) 	<p>Log of pupils receiving breakfast alongside other relevant data e.g. attainment</p>	<p>1,2,3,4,5</p>
<p>Appointment, and implementation of a Family Engagement Partner to support families with:</p> <ul style="list-style-type: none"> ● utilising a wide range of Waltham Forest services ● engaging with the curriculum, learning, events at school(parents’ evening, for example) and other aspects of the school ● supporting identified students’ attendance and punctuality of students to school ● provide a means of communication for parents that have not engaged with the school previously. 	<p>Behavioural and data logs of pupils supported by this work.</p> <p>Attendance at parents’ evenings.</p> <p>Family focus groups, increased participation of PPG pupils in wider school activities, attainment data</p>	<p>1,2,3,4,5</p>
<p>Careers guidance and support for identified Year groups (primarily Year 11)</p> <ul style="list-style-type: none"> ● career interviews with students 	<p>Xello data, interviews</p>	<p>4,5</p>

<ul style="list-style-type: none"> ● access to roadshows ● use of Xello to support career and further education plans 		
<p>Safeguarding all students</p> <ul style="list-style-type: none"> ● training teachers on policies and systems, as necessary ● staff investigating incidents and supporting students ● use of CPOMS to record and communicate data 	<p>CPOMS, training material and attendance records</p>	5
<p>Counselling for identified students</p> <ul style="list-style-type: none"> ● training for staff ● resources for sessions 	<p>log of students attending counselling sessions and interventions, data illustrating impact</p>	5
<p>Rewards to promote excellent behaviour for learning and engagement in all lessons</p> <ul style="list-style-type: none"> ● training of staff on the new rewards system ● resources for rewards 	<p>rewards data from SIMS, communication with parents (letters), training materials and feedback, reward trips and opportunities</p>	3, 5

Total budgeted cost: £ 335,725

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.

Please see PPG report 2020-2021

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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