

# Langley Grammar School



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	901 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	20 <sup>th</sup> December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	John Constable Headteacher
Pupil premium lead	Nicola Dobbs Assistant Headteacher
Disadvantage champion	Emma Dent <i>Maternity cover for Fiona Bray</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,785
National Tutoring Programme allocation this academic year	£3510
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£56,295</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our disadvantage strategy begins with our whole school ethos of attainment for all, with high expectations and aspirations for all students irrespective of their backgrounds. The responsibility for disadvantaged students' outcomes and raising expectations of what they can achieve is devolved to all school staff. We will continue to develop and maintain this culture of accountability by securing a school-wide understanding of the impacts of disadvantage and our priorities for ensuring all students thrive.

The proportion of disadvantaged students at Langley Grammar School is relatively low; however, research suggests that academically able students from disadvantaged backgrounds are most at risk of under-performing (Cullen, Dytham and Hayden, 2018). Our strategy plan aims to implement evidence-based approaches, tailored to our school context in order to support every student to achieve as well as they can. We know that our disadvantaged students are not a homogenous group; therefore, our pupil premium strategy responds to the assessment of individual needs, rather than assumption or generalisation.

At the heart of our strategy is our ongoing commitment to providing high quality teaching for all. This focus is supported by extensive research which identifies high quality teaching as the single most important lever to improve outcomes for disadvantaged students (see Sutton Trust 2011 and Social Mobility Commission 2014b), while simultaneously benefiting non-disadvantaged students within the school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside that of their disadvantaged peers.

Our tiered approach also encompasses strategies that create opportunities for personal development, aligning with our school ethos to support all pupils to become young adults who are confident and well-rounded, independent and creative, responsible and caring. Wider strategies also include an offering of varied cultural enrichment opportunities and the removal of financial barriers to participation.

Our approach is data-informed through closely and robustly monitoring student attainment and rigorously evaluating emerging barriers to learning and needs, we are able to intervene early and refine our strategy to best respond to the individual learning needs of our disadvantaged students.

We are conscious that the current cost-of-living crisis, coupled with the long-term effects of the pandemic has resulted in an increasing number of families living with a low income or experiencing periods of financial hardship. Therefore, it is important that our strategy takes into account families within our school community facing financial difficulties who are not currently eligible for Pupil Premium funding. Our approach is driven by empathy, respect and the desire to alleviate any stigma associated with seeking and accepting support by building positive relationships.

## Challenges

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

Challenge number	Detail of challenge
1	Our discussions with students and parents highlight various practical and circumstantial barriers, including access to IT and digital learning, resources, independent study spaces conducive to learning, school uniform and enrichment opportunities.
2	One-to-one discussions with students and observations highlight dispositional factors relating to students' attitudes, expectations and perceptions. Personal development opportunities and engagement in wider school life should enable students to build self-confidence and continue to raise aspirations.
3	Our observations suggest a number of academic challenges, highlighting a need to support students in developing metacognitive skills, independent learning skills and revision strategies, as well as targeting the vocabulary deficit through a knowledge and language rich curriculum.
4	Our assessments, observations and discussions with students and parents suggest that disruption to learning as a result of the Covid 19 pandemic has disproportionately impacted our disadvantaged students. These findings are corroborated by several national studies.
5	In the DoE publication 'Supporting the attainment of disadvantaged pupils' (2015), school 'risk factors' were identified relating to schools with a lower proportion of disadvantaged pupils. These included disadvantaged students becoming 'lost' in the system, staff having lower expectations of these students or conversely avoiding exploring their barriers to learning for fear of stigmatising them.

## 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
1. Disadvantaged pupils perform to a similar level to the rest of the cohort across the curriculum at the end of KS4.	By the end of our current plan in 2023/24 the progress and attainment of disadvantaged students will be in line with their peers.
2. To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained high levels of well-being by 2023/24, will be demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
3. Improved literacy in all subject areas.	Teacher reports and class observations will suggest that disadvantaged students have developed greater word consciousness and expanded subject specific vocabulary when compared with their starting points.
4. Cultivate opportunities for enhancing cultural capital through extra-curricular and enrichment activities.	The school will maintain high levels of engagement in extra-curricular clubs amongst all students, particularly those who are disadvantaged. Student voice will demonstrate that students are satisfied by the breadth of enrichment activity offered, and is used to highlight opportunities to develop our offering further in response to areas of student interest. All disadvantaged students will be involved in extra-curricular activities.
5. Improved digital literacy as a tool for generative learning across all subject areas.	<p>Teacher reports and class observations will suggest that disadvantage students have increased confidence using technology, and are producing outcomes indicative of generative learning.</p> <p>We will ensure that every student has equitable access to technology for learning at home and in school by utilising our iPad pool and supplying individual pupil premium funded iPads to identified students for whom access to technology may pose a barrier to learning.</p>
6. Destination outcomes at the end of Year 13 will be consistent amongst disadvantaged and non-disadvantaged students.	Destination data will evidence that students from disadvantaged backgrounds will be in line with the rest of the cohort in terms of the proportion attending higher education.

## 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

## High quality teaching (for example: CPD, recruitment and retention)

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils.</p> <p>Subject Leaders to identify subject specific CPD needs across their team and then plan out how dedicated INSET time can be best used to meet these over the course of the year.</p>	<p>Coe et al. (2020) argue that helping teachers understanding subject content is one of four key priorities for improving teacher effectiveness.</p> <p>Evidence Based Education's Great Teaching Toolkit summarises high quality evidence on improving teacher effectiveness, synthesising a range of reviews. They summarise that great teachers understand the content they are teaching and how it is learnt; create a supportive environment for learning; manage the classroom to maximise opportunity to learn and present content, activities and interactions that activate their students' thinking.</p> <ol style="list-style-type: none"> <li>a) What makes great teaching? Review of the underpinning research (Coe et al., 2014)</li> <li>b) Principles of Instruction (Rosenshine, 2010)</li> <li>c) Improving Quality in Education: Dynamic Approaches (Creemers &amp; Kyriakides, 2011)</li> <li>d) Effective Teaching: A review of research and evidence (Ko et al., 2013)</li> <li>e) State of the art – teacher effectiveness and professional learning (Muijs et al., 2014)</li> <li>f) Teacher quality and student achievement (Darling-Hammond, 2000)</li> <li>g) Improving students' learning with effective learning techniques (Dunlosky et al., 2013)</li> <li>h) Visible Learning for Teachers (Hattie, 2012)</li> </ol>	<p><b>3, 4, 5</b></p>
<p>Professional development to support the implementation of evidence-based approaches, with scope for teachers to exercise choice and autonomy in directing their own development as professionals.</p> <p>Teaching and Learning Communities will focus on the following areas of practice:</p> <ol style="list-style-type: none"> <li>1. Responsive teaching</li> <li>2. Metacognition</li> <li>3. Oracy</li> <li>4. Action research</li> <li>5. Neurodiversity</li> </ol>	<p><b>1: Responsive Teaching:</b> Sessions will be based on Harry Fletcher-Wood's book by the same name, which draws on research into formative assessment and cognitive science, summarising both accessibly and showing how principles of both could be put into practice. Many of the approaches identified by Fletcher-Wood are rooted in credible research. For example, the EEF identifies 'feedback' as potentially having very high impact on student progress, based on extensive evidence.</p> <p><b>2. Metacognition:</b> Developing students' metacognitive knowledge of how they learn, their knowledge of themselves as a learner, of strategies, and of tasks have shown to be an effective way of improving student outcomes and help them become life-long learners. The EEF report, 'Metacognition and Self-regulated Learning' refers to research which suggest</p>	<p><b>3, 4, 5</b></p>

<p>Year 1 and Year 2 ECTs to join a TLC for ECTs to complement study materials in the ECF training programme.</p> <p>We will continue to fund Teacher Learning Community Leaders who will facilitate collaboration and provide support within their Teacher Learning Communities. Within the school, we already have a number of staff that have attended a pedagogical coaching training course with, “The Teacher Development Trust” and have gained experience in this field. We are hoping to train more staff to become pedagogical coaches.</p>	<p>that the use of metacognitive strategies can be worth an additional 7 months of progress (with a high security rating) when used with fidelity.</p> <p><b>3. Oracy:</b> Oral language interventions have the potential for a significant positive impact on the rate of learning. The EEF toolkit shows a very high impact based on extensive evidence.</p> <p><b>4. Action Research:</b> Supporting evidence from The Sutton Trust, SSAT, the EEF and the NFER, suggest that action research can have a positive impact on teaching and learning. Professor John Hattie argues, ‘the biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers’. Action research can contribute to this end. In the report, <i>Building a high-quality teaching profession: Lessons from around the world</i> (Andreas Schleicher, OECD 2011), teachers reported that individual and collaborative research had the most impact in their professional development, with outcomes leading to developments in teaching practice, departmental/school policies or habitual change</p> <p>5. The EEF has produced a significant guidance report entitled ‘<b>Special Educational Needs in Mainstream Schools</b>’, from which they have identified that small tweaks to existing practice can make a significant difference in the outcomes of SEND students. The five specific approaches identified by the EEF are evidenced-based: explicit instruction; cognitive and metacognitive strategies; scaffolding; flexible grouping; and using technology. These are found in Recommendation 3: Ensure all pupils have access to high-quality teaching in the EEF ‘Special Educational Needs in Mainstream Schools – Guidance Report. The EEF asserts that any evidence that helps develop adaptive teaching for SEND students which may subsequently improve outcomes should be taken seriously and considered carefully. We will use the ‘Five a day’ approach to direct colleagues to craft five approaches they can use in their subject area for each of the broad areas of need (Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, and Sensory and Physical).</p>	
<p>Improving literacy in all subject areas in line with the recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Building upon our previous participation in the Slough Continuity Project, ongoing support will be given to Subject Leaders and teams to continue to develop and embed disciplinary literacy. The Disciplinary Literacy Lead will meet with departments to explore ways of improving student engagement, ensure greater consistency within the department and explore ways of moving disciplinary literacy forward.</p>	<p>Research shows that in order to increase academic attainment, vocabulary development must be at the forefront of any literacy strategy (Biemiller, 2003).</p> <p>Acquiring disciplinary literacy is essential for students’ understanding of complex concepts across all subjects. As such, guidance challenges the notion that literacy in secondary schools is solely the preserve of English teachers, or literacy co-ordinators: <a href="#">EEF: Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English <a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p><b>3, 4, 5</b></p>
<p>Improving teaching by developing staff confidence and competence using technology to support student learning.</p> <p>Staff can acquire new knowledge and skills in sessions focussing on revision, game-based, modelling learning, collaboration and reducing workload</p> <p>Over the next 2 years, staff will work in subject teams to develop the use of technology and learning within departments, using the GROW coaching model and SAMR</p>	<p>Hague and Patyon (2010) argue that ‘considering how digital literacy supports subject knowledge can help to ensure that technology-use enhances teaching and learning rather than simply becoming an ‘add-on.’</p> <p>The EEF Guidance Report, ‘Using Digital Technology to Improve Learning’ reviews international research to compile the following recommendations:</p> <ol style="list-style-type: none"> <li>1. Schools should consider how technology is going to improve teaching and learning before introducing it</li> <li>2. Technology can be used to improve the quality of explanations and modelling</li> </ol>	<p><b>3, 4, 5</b></p>

<p>framework to identify development areas and redefine parts of the curriculum. Jedi coaches will support departments with collaborative planning and training, and through regular "check-ins" to plan INSET sessions together. Departments will be supported to complete a redefinition project, to innovate their curriculum and develop students' creativity and digital literacy.</p> <p>We will ensure that every student has equitable access to technology for learning at home and in school by utilising our iPad pool and supplying individual pupil premium funded iPads to identified students for whom access to technology may pose a barrier to learning.</p>	<p>3. Technology offers ways to improve the impact of pupil practice 4. Technology can play a role in improving assessment and feedback.</p> <p><a href="#">EEF Digital Technology Guidance Report</a></p>	
<p>Promote the recruitment and retention of teaching staff by offering benefits designed to support staff wellbeing and reduce workload e.g. the development of the Staff Wellbeing Action Group (SWAG) provides a forum for considering wellbeing issues and training focus on the use of technology to reduce workload.</p>	<p>Research suggests that teacher quality is a key influence on pupil attainment (Coe et al., 2020), second only to pupil background (OECD, 2015); and that sustained access to high-quality teachers is a significant challenge in England: 30% of teachers leave the profession within the first five years and 40% leave within 10 years (Long &amp; Danechi, 2022).</p> <p><a href="#">EEF: Teacher quality recruitment and retention</a></p> <p>The EEF Guidance Report, 'Using Digital Technology to Improve Learning' suggests that 'using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.'</p>	<p><b>3, 4, 5</b></p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition and mentoring targeted to students whose education has been most impacted by the pandemic.-Disadvantaged students will be prioritised for tuition.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Research conducted by the EEF indicates tuition is beneficial on both a one-to-one basis and in small groups.</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> </ul>	<p>4</p>
<p>Improving students' metacognition and self-regulation strategies through pastoral 'Path to Success' and 'Steps to Success' programme, with techniques embedded within curriculum design.</p>	<p>Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></li> </ul>	<p>3</p>
<p>Continued investment into responsibilities such as the Data Manager role and programmes such as Sistra Analytics and ClassCharts, which enable accurate assessment of student learning gaps and needs.</p> <p>Utilising programmes such as Class Charts and School Cloud to facilitate effective communication with parents about students' needs and progress.</p>	<p>Prof. Rob Coe's work showed that when teachers tailor teaching to identified gaps rather than seek to re-teach all that the students have missed, students are able to attain as well as previous cohorts (research following Hurricane Katrina and the New Zealand earthquake).</p> <p>Parental engagement has a positive effect on average of four months' additional progress. Secondary schools should focus on tailoring communications to encourage positive dialogue about learning.</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></li> </ul>	<p>4</p>



<p>Funding iPads for all disadvantaged students to facilitate access to learning.</p> <p>Purchasing curriculum and revision resources for disadvantaged students,</p> <p>GCSEPod subscription offered to all disadvantaged students years 9 -11.</p>	<p>Education provision that has relied solely on high-tech solutions (such as synchronous online learning) may be inaccessible to disadvantaged learners (Bett White, 'Learning in a Crisis'. Ensuring all students have access to an iPad ensures disadvantaged students have equity of access to teaching and learning.</p> <p>GCSE Pod focusses on embedding metacognitive strategies such as active recall and retrieval practice into curriculum content. Evidence suggests that teaching metacognitive strategies can be an inexpensive method to help students become more independent learners.</p> <p>Our initial trial of the app demonstrated it has a positive impact on student engagement and confidence for the disadvantaged pupils within our context.</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></li> </ul>	<p>1</p>
<p>Raising the profile of disadvantaged students through the role of Disadvantage Champion.</p> <p>We will dedicate whole school training time to develop staff awareness of the barriers to learning of our disadvantaged, academically able students, devolving the responsibility for the implementation of our disadvantage strategy to all staff.</p>	<p>In the DoE publication 'Supporting the attainment of disadvantaged pupils' (2015), school 'risk factors' were identified relating to schools with a lower proportion of disadvantaged pupils. These included disadvantaged students becoming 'lost' in the system, staff having lower expectations of these pupils or conversely avoiding exploring their barriers to learning for fear of stigmatising them.</p>	<p>5</p>

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Building students' confidence and raising aspirations through mentoring and pastoral support.</p> <p>We will partially fund the roles of our Phase Leaders, Student Managers and Learning Mentor to facilitate their targeted support of disadvantaged students.</p>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds can have low expectations of schooling. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentoring intervention may be more beneficial for disadvantaged pupils, as the development of trusting relationships with an adult can provide a different source of support.</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> </ul> <p>As per the research in DoE publication 'Supporting the attainment of disadvantaged pupils' (2015), relating to a reluctance to explore barriers to learning in schools with proportionally low numbers of disadvantaged pupils, investment into pastoral roles enables us to gain a clearer understanding of the individual needs and emerging barriers of our disadvantaged pupils.</p>	<p><b>2</b></p>
<p>Enhancing cultural capital by ensuring disadvantaged students have equal access to a wide range of extra-curricular and enrichment opportunities.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. EEF research stresses that engagement in the arts is valuable in and of itself and that the value of arts participation should be considered beyond specific academic outcomes.</p> <p>Teacher and student feedback has been consistently positive about the direct impact of educational trips and visits on curriculum learning and engagement at Langley Grammar, as well as enhancing cultural capital.</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></li> </ul>	<p><b>1</b></p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p><b>All</b></p>

**Total budgeted cost: £55,500**

# 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 2022 to 2023 academic year.

The number of students eligible for Pupil Premium remained consistent from 2021/2022 to 2022/2023.

### Progress against our intended outcomes:

#### **1. Disadvantaged pupils perform to a similar level to the rest of the cohort across the curriculum at the end of KS4.**

As identified in our statement of intent, we have continued to prioritise high quality teaching for all, with all teaching staff engaging with Year 2 of the SSAT 'Embedding Formative Assessment' programme and Technology for Learning coaching focussing on generative learning and formative assessment.

Regular GAP analysis data has been used to inform intervention strategies, with disadvantaged students identified and prioritised for one-to-one and small group tuition as part of the National Tutoring Programme. 9 out of 12 students eligible for Pupil Premium in Year 11 attended small group tuition in Mathematics, Science, English and/or Modern Foreign Languages. We also funded practical and theory music lessons for two disadvantaged students studying GCSE Music.

We have continued to fund the subscription of GCSEPod for all students eligible for Pupil Premium in Years 9-11, which focusses on embedding metacognitive strategies such as active recall and retrieval practice into curriculum content. We have promoted engagement with this platform through regular communication with students and parents about the benefits of the app, and by running competitions to maximise student usage. We have also funded all curriculum resources for our disadvantaged students.

In terms of destinations, 10 out of 12 Year 11 students eligible for Pupil Premium met our entry requirements for sixth form and have remained at Langley Grammar School to complete their A Levels, whilst 2 students continued their education at other local institutions.

### GCSE Outcomes 2023

- Overall, disadvantaged students in Year 11 made greater progress than students of similar prior attainment nationally.
- 100% of disadvantaged students achieved a grade 9-5 in English and 92% of our disadvantaged students achieved a grade 9-5 in Maths.
- The average grade for our disadvantaged students was a grade 7B.

#### **2. To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.**

Whole staff safeguarding training sessions have specifically focussed on monitoring student wellbeing and reporting concerns. We have continued to partially fund the roles of our Phase Leaders, Student Managers and Learning Mentor to facilitate their targeted support of disadvantaged students. The PCS curriculum has also been developed to integrate a focus on mental health and wellbeing across a spiral curriculum through Year 7-11.

The Disadvantaged Champion has continued to initiate one-to-one conversations with our disadvantaged students to track wellbeing. Qualitative data from student voice and teacher observations suggests high levels of student wellbeing.

### **3. Improved literacy in all subject areas.**

As part of our Disciplinary Literacy Programme, disciplinary literacy leaders have been appointed to represent each subject and champion the programme. During INSET time, departments have identified academic reading materials to attach to each Year 8 unit of work to give students a forum to discuss, question, formulate opinions and read aloud. The work that each teacher has done to support students in developing their disciplinary literacy underpins all strands of our CPD programme, with the curriculum intent of ensuring all students develop and apply a secure and sophisticated knowledge of language and tier 2 and 3 vocabulary.

### **4. Cultivate opportunities for enhancing cultural capital through extra-curricular and enrichment activities.**

We have continued to offer priority places and financial support to enable students eligible for Pupil Premium to participate in compulsory and optional education visits, including the Duke of Edinburgh programme and Year 7 residential PGL trip. We have also subsidised the cost of peripatetic music lessons for students eligible for Pupil Premium funding.

Student voice suggests a high level of engagement with our broad extra-curricular club offering amongst our disadvantaged cohort.

### **5. Improved digital literacy as a tool for generative learning across all subject areas.**

Technology for learning has been a priority for staff training and development, with Pupil Premium funding being used to partially fund the role of 'iPad Jedis' who lead on delivering training and coaching tailored to levels of staff confidence and expertise using technology as a tool for learning. Targeted sessions on Generative Learning and Assessment for Learning have been delivered through the INSET programme, and further supplemented through optional Lunch and Learn meetings.

We have conducted an 'Access to Technology' survey across our new Year 7 cohort, to ensure that all students have equity of access to technology for learning. We have provided long-term loans to students without access to a device at home and have fully funded iPads for all disadvantaged students.

### **6. Destination outcomes at the end of Year 13 will be consistent amongst disadvantaged and non-disadvantaged students.**

All Year 11 students eligible for Pupil Premium met our entry requirements for sixth form and remained at Langley Grammar School to complete their A Levels in 2023. Comprehensive destinations analysis is completed following the publication of the UCAS Competitor Report in January; however, preliminary analysis of destinations data indicates that all of these students accepted a place at their first choice university, with the exception of one, who has taken a gap year. Disadvantaged students sent on to study Medicine, Dentistry, Chemical Engineering Architecture and politics and international relations at universities including the University of Oxford, University of Southampton and one of our disadvantaged students achieving a place at a top conservatoire.

Across all year groups, we have continued to promote high aspirations by focussing on the provision of a high quality careers education, which starts in Year 7. This year we used Pupil Premium funding to provide our disadvantaged students in Year 11 with Morrisby testing, to provide students with career and course suggestions matched to their aptitudes, interests, personality and learning styles.

## **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.*

<b>Programme</b>	<b>Provider</b>