

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	Langley Grammar School
Number of pupils in school	885 (Y7-11)
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 - 2024/2025
Date this statement was published	6/12/2021
Date on which it will be reviewed	November 2022
Statement authorised by	FGB
Pupil premium lead	Nicola Dobbs
Disadvantage champion	Fiona Bray
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,625
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,991
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	£96,346

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.

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.

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.

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
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 2024/25 the progress and attainment of disadvantaged students will be in line with their peers.
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained high levels of well-being by 2024/25, demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
Improved literacy in all subject areas.	Teacher reports and class observations suggest disadvantaged students have developed greater word consciousness and expanded subject specific vocabulary when compared with their starting points.
Cultivate opportunities for enhancing cultural capital through extra-curricular and enrichment activities.	Maintain high levels of engagement in extra-curricular clubs amongst all students, particularly those who are disadvantaged. Student voice demonstrates 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.
Improved digital literacy as a tool for generative learning across all subject areas.	All Year 7-9 students will complete Everyone Can Create modules over the course of the academic year across a range of subject areas. Teacher reports and class observations suggest disadvantage students have increased confidence using

	technology, and are producing outcomes indicative of generative learning.
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.

Teaching (for example: CPD, recruitment and retention)

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving teaching and learning across the school by empowering teachers to trial and refine assessment for learning strategies through participation in the SSAT 'Embedding Formative Assessment' programme.</p> <p>We will fund Teaching and Learning Community Leaders who will facilitate collaboration and provide support within their Teacher Learning Communities.</p> <p>We will facilitate teacher release time for structured peer observations to develop and embed strategies.</p>	<p>Several major reviews of the research into embedding formative assessment all find consistent, substantial effects on learning outcomes:</p> <ul style="list-style-type: none"> • Natriello (1987) • Crooks (1988) • Kruger and DeNisi (1996) • Black and William (1998) • Nyquist (2003) <p>Evidence suggests that as a result of the 'Embedding Formative Assessment' programme:</p> <ul style="list-style-type: none"> • learners made the equivalent of two months' additional progress in their Attainment 8 GCSE score • learners in the lowest third for prior attainment made more progress than their classmates in the top third • teachers felt the Teacher Learning Communities (TLCs) improved their practice by allowing valuable dialogue between teachers and encouraged experimentation with formative assessment strategies. <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p>	4

<p>Improving teaching by developing staff confidence and competence using technology to support student learning.</p> <p>Training will focus on using digitally rich media as a medium for generative learning and using technology for assessment for learning.</p> <p>Building upon previous training, we will continue to support staff in using technology to provide equity of provision for students who are remote learning as a result of the need to self isolate. We will also continue to provide training on use of the Clevertouch boards to maximise student engagement.</p> <p>We will fund the Technology for Learning Jedi team who will deliver differentiated training throughout the CPD calendar and provide ongoing support to staff.</p>	<p>Key themes from the analyses of 48 studies that synthesised primary research on the use of technology to support teaching and learning (Higgins et al., 2012) identified that technology can offer a means for disadvantaged young people to access intensive support and catch up with peers. Professional development for teachers is a key success factor in interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</p>	<p>4</p>
<p>Improving literacy in all subject areas in line with the recommendations in the <u>EEF Improving Literacy in Secondary Schools</u> guidance.</p> <p>Through participation in the <u>Curriculum Continuity in Slough</u> project, our two Disciplinary Literacy Leads will benefit from training from Durrington Research School. They will provide instructional coaching to departmental disciplinary leaders, implementing a school-wide approach for developing disciplinary literacy.</p> <p>Year 7 and 8 will be specifically targeted for this project.</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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>3</p>

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(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. A significant proportion of students who receive tutoring will be disadvantaged.</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>3</p>
<p>Continued investment into responsibilities such as the Data Manager role and</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</p>	<p>4</p>

<p>programmes such as Sisra 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>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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</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 funded for all disadvantaged students</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1
<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,</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</p>	5

academically able students, devolving the responsibility for the implementation of our disadvantage strategy to all staff.	exploring their barriers to learning for fear of stigmatising them.	
Maintaining a supervised homework club for disadvantaged students to increase levels of homework submission and build student confidence.	ClassCharts data from the lockdown period suggested that a small number of students struggled to manage their time and submit work. For those students who attended Supervised Study during lockdown, it significantly improved their completion rate.	1, 2

Wider strategies (for example: related to attendance, behaviour, well-being)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <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</p>	2

	emerging barriers of our disadvantaged pupils.	
Enhancing cultural capital by ensuring disadvantaged students have equal access to a wide range of extra-curricular and enrichment opportunities.	<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>Prior to the pandemic, 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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1
Contingency fund for acute issues.	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.	All

Total budgeted cost: £92,000

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.

Due to the COVID pandemic, national performance measures were suspended in 2021 following the cancellation of the summer 2021 GCSE examination series. As such, students' grades were awarded through a centre-based teacher assessment process.

- On average, outcomes for the fourteen disadvantaged students in Year 11 was in line with that of students of similar prior attainment nationally.
- Disadvantaged students achieved a positive Progress 8 score of 0.11.

Across the country, school closure was most detrimental to disadvantaged students. However, the impact was mitigated by our commitment to maintaining a high quality curriculum, including during periods of partial closure. Our investment towards technology for learning (including funding iPads for disadvantaged students and expanding the Jedi role to provide additional staff training for remote and blended learning) meant that all students were able to continue to access high quality teaching and learning.

During periods of school closure, the disadvantage lead maintained close communication with our disadvantaged students to identify emerging needs and tailor support on an individualised basis. We were able to use our contingency fund to meet the material needs of our disadvantaged students as they worked remotely by providing items such as desks and chairs, iPads and routers.

The disadvantaged lead met weekly with PLAC, liaising regularly with parents and prioritising tuition and intervention where needed. Our PLAC students went on to study appropriate 6th form pathways.

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
The Edge	PIXL