

Pupil premium strategy statement

School overview

Detail	Data
School name	Light Hall
Number of pupils in school	1062
Proportion (%) of pupil premium eligible pupils	Year 7 – 20% Year 8 – 27% Year 9 – 31% Year 10 – 28% Year 11 –31 % Total – 28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs A Kimblin Headteacher
Pupil premium lead	Miss L Matthews Assistant Headteacher
Governor / Trustee leads	Kim DeVries

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 314, 123
Recovery premium funding allocation this academic year	£ 86, 526
COVID catch up premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium funding carried forward from previous years	£ 0
Any carry forward will be used to extend provision further and sustain intervention model once we understand more about the issues pupils are facing as we emerge from the pandemic.	
Total Amount available for this academic year	£400,649

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to have the highest expectations of every child who attends Light Hall school, regardless of background or starting point. We aim for every child to achieve their best, irrespective of the challenges they face. We want all pupils to be proud of attending Light Hall. We want all pupils to make good progress in all subjects and especially EBACC subjects. We want our disadvantaged pupils to have the best opportunities to become successful members of society, once they leave Light Hall School. The focus of our pupil premium strategy is to enable our disadvantaged pupils to have high quality learning experiences every day.

Our approach will be responsive to both common challenges and individual needs. We use academic research, diagnostic assessments and in-school surveys to establish what these challenges and needs are, and to ensure that we focus on controllable factors. We evaluate the impact of our strategies on our disadvantaged pupils to ensure that we are doing everything we can to support them in making good progress.

Objectives

- *To improve the progress, life outcomes and cultural capital of disadvantaged pupils;*
- *To endeavour to close the progress gap between disadvantaged pupils and the progress gap of pupils who are not disadvantaged at Light Hall and nationally*
- *To ensure that disadvantaged pupils make expected or better progress in the EBACC subjects (mathematics, English, science, humanities and languages) and that as a group their progress is in line with the progress of their non-disadvantaged peers;*
- *To improve the attendance of disadvantaged pupils, especially those who are currently receiving Free School Meals*
- *To improve the participation of disadvantaged pupils in extracurricular clubs and activities;*
- *To continue to support the improvement of mental health and the wellbeing needs of disadvantaged pupils post COVID*

Key Principles of this strategy plan are:

- *Inclusive high quality teaching*
- *Improving levels of literacy*
- *Raising attendance*
- *Improving engagement levels academically*
- *Improving cultural capital – engagement with extracurricular activities*

- *Utilising tuition to offer small group and/or 1-2-1 tuition during school time, after school virtual through MyTutor and in person with subject teachers*
- *SEMH support*

Challenges

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

Challenge number	Detail of challenge															
1	<p>Lower reading comprehension Gaps in literacy and reading skills on entry to Year 7 Less fluent reading and literacy skills that limit progress in all subjects</p> <p>The table below shows the percentage of students on entry to Year 7 who arrive below age related expectations. Notably the gap is much wider for 2021 – 22, this is as a result of school closures during the pandemic.</p> <p><u>Table to show the percentage of students on entry to year 7 whose reading and literacy skills are below age related expectations</u></p> <table border="1"> <thead> <tr> <th>Academic year</th> <th>Disadvantaged</th> <th>Non- disadvantaged</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>43%</td> <td>34%</td> </tr> <tr> <td>2021 – 22</td> <td>49%</td> <td>20%</td> </tr> <tr> <td>2020 – 21</td> <td>18%</td> <td>16%</td> </tr> <tr> <td>2019 – 20</td> <td>21%</td> <td>18%</td> </tr> </tbody> </table>	Academic year	Disadvantaged	Non- disadvantaged	2022-23	43%	34%	2021 – 22	49%	20%	2020 – 21	18%	16%	2019 – 20	21%	18%
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2	<p>Lower attainment in maths – lack of mastery of basic numeracy skills Poor reading comprehension has a negative impact on problem solving skills</p> <p>Assessments on entry to Year 7 in the last two years indicate that between 20 – 30% of our disadvantaged pupils arrive below age related expectations in Mathematics.</p>															
3	Lower engagement levels leading to missed learning opportunities															
4	<p>Poorer self- regulation and metacognitive skills leading to reduced learning opportunities</p> <p>Behaviour for learning scores demonstrate disadvantaged pupils are more likely to be involved in low level behaviour incidents.</p>															
5	Lower rates of homework completion															

	Disadvantaged pupils can be less prepared for in school assessments and external exams.
7	Lower levels of attendance means lost learning time

Intended outcomes

This explains the outcomes we are aiming for **by the end of this academic year**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																		
Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>All disadvantaged students in KS3 achieve in line with their non – disadvantaged peers.</p> <ul style="list-style-type: none"> 75-80% of disadvantaged pupils in each year meet or exceed subject expectations In KS4, disadvantaged pupils achieve grades which are within 0.25 of a grade of their non-disadvantaged peers. 																		
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils.</p> <ul style="list-style-type: none"> Improved reading ages contribute to whole school target of 75-80% of KS3 students in each year that meet or exceed the subject expectations Reading recovery groups evidence increased reading ages of 1-2 years 																		
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Disadvantaged students are gaining less behaviour for learning scores of 3s and 4s.</p> <p>Targets for learning behaviours and learning habits scores for 2022/23 (percentage of PP students working at expected standards)</p> <table border="1"> <thead> <tr> <th>PP students</th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> </tr> </thead> <tbody> <tr> <td>Expected standards (Avg 1s)</td> <td>>85%</td> <td>>85%</td> <td>>80%</td> <td>>80%</td> <td>>80%</td> </tr> <tr> <td>Non yet consistently meeting</td> <td>>95%</td> <td>>95%</td> <td>>85%</td> <td>>85%</td> <td>>85%</td> </tr> </tbody> </table>	PP students	Y7	Y8	Y9	Y10	Y11	Expected standards (Avg 1s)	>85%	>85%	>80%	>80%	>80%	Non yet consistently meeting	>95%	>95%	>85%	>85%	>85%
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	<p>expected standards</p> <p>(Avg 2s)</p>					
<p>To achieve and sustain improved engagement levels for all pupils, including those who are disadvantaged.</p>	<ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations, indicate pupils feel their mental health is well supported in school • Qualitative data from pupil and parent voice indicate 6 week counselling sessions have helped to provide strategies to manage their behaviour and mental health • All Year 10 disadvantaged students have secured a work experience placement 					
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • The overall school attendance is between 95 – 100% for all pupils including disadvantaged pupils. The attendance of disadvantaged pupils is in line with the national attendance of their non-disadvantaged peers. <p>The percentage of all pupils who are persistently absent is between 17 - 19% and the figure among disadvantaged pupils persistently absent reduces by 1% each year.</p>					

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: £54018

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every class teacher will action “Disadvantaged pupils Steps to Success” for each class they teach to ensure high quality daily learning experiences.</p> <ul style="list-style-type: none"> • High quality T&L CPD programme provided internally. Focussed on improving pedagogy through: <ul style="list-style-type: none"> - Metacognition - Actionable, effective feedback - Literacy for learning 	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students” (EEF, 2019)</p> <p>Persistently disadvantaged children (on FSM> 80% of their lives) on average are 22 months behind their non-disadvantaged peers. Looked after children are on average 29 months behind.</p> <p>An increase in persistently disadvantaged pupils has halted overall progress for the disadvantaged group.</p> <p>This has not improved since 2011. (Education Policy Institute – 2020)</p> <p>The disadvantage gap is “heading squarely in the wrong direction” after reaching its widest point since 2011. (DfE report Oct 2023)</p>	<p>1-4</p>
<p>Every subject leader will:</p> <ul style="list-style-type: none"> • Ensure curriculum plans make use of 	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent</p>	<p>1-4 and 6</p>

<p>retrieval practice to make stronger links between the working and long term memory between and within lessons</p> <ul style="list-style-type: none"> • Ensure equitable curriculum access • QA of delivery of curriculum 	<p>learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Research shows pupils eligible for FSM are more likely to have:</p> <ul style="list-style-type: none"> - A lack of prior knowledge - Poor working memory - Difficulties with attention <p>Teaching strategies to improve this may help with engagement levels.</p> <p>The real curriculum is the lived daily experience of young people in classrooms – D. William (2019)</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Literacy for learning is one of the CPD groups within school.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</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>	1-4

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

Budgeted cost: £22969

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy interventions for all pupils who have a reading age below their chronological age. Principally through:</p> <ul style="list-style-type: none"> • Bedrock (targets those with a reading age above 11) • Lexia – reading programme for 	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>pupils identified through CATs data on entry to school.</p> <ul style="list-style-type: none"> • Toe by Toe-reading programme for pupils identified through CATs data on entry with reading age of between 5 – 9 years old. • Small group tuition • Flash Academy – EAL support 		
<p>All PP students in school to be offered either NTP or school led in 2021-22. Tuition partners are Pet-Xi and MyTutor.</p> <p>Form time: Maths and Science intervention forms ran by TLR holders in both subjects.</p> <p>School led tuition – as above principally through MyTutor and current school casual tutors both online and in person</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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Targeted academic support can have a positive impact, including those pupils who are not making good progress across the spectrum of achievement – EEF 2020/21</p> <p>Internal data has demonstrated the positive impact for PP students who are in “ghost” intervention forms for Maths and Science</p> <p>Student voice shows the positive impact students feel ghost forms had on their progress.</p>	<p>1, 2, 3, 4</p>
<p>Learning club – extended day provision for pupils who are currently not completing</p>	<p>Introduced this academic year in response to increased numbers of behaviour points disadvantaged students receive for failure to complete homework.</p>	<p>5 and 6</p>

independent homework at home		
Use of Elevate Education workshops for Years 7 – 11 on study skills and motivation Remote revision resources through Microsoft Teams to help independent learning	Evidence from Sutton Trust to support development of independent study skills and metacognition	1 - 4

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

Budgeted costs: £237,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure disadvantaged pupils are provided with the appropriate SEMH support required to achieve. Through in – house counsellors, Solihull Inclusion Services, Bouncing Statistics.	EEF’s research into social and emotional learning Interventions which focus on improving social interaction tend to be more successful or those aimed at preventing problematic behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	3, 4 and 7
Employment of school education, welfare and family liaison officer	Internal evidence demonstrates an increase needs of PP pupils and their families. COVID has increased the demand for welfare support from school and referrals to external agencies. NFER report on supporting the attainment of disadvantaged students shows achievement of these children will not improve if they do not regularly attend school.	7

	Disadvantaged children's families indicated that they would be substantially less likely to send their child back to school if given a choice – IFS, 2020	
A number of PP pupils have received financial support with uniform, school bags and shoes. PP funding is also used to assist with food technology supplies and sports kit.	School uniform: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/school-uniform/	6
First day text messaging and follow up phone calls for absences		7
Pastoral managers targeted list of pupils with sporadic attendance (90 – 94%) to call first day of absence. Meet with pastoral manager when returning to school	Internal evidence shows attendance improved between half terms when pastoral managers had a focus list of pupils to target.	7
Assistant Headteacher retains overall responsibility for pupil premium pupils.	Evidence from OFSTED shows the importance of having a member of SLT act as a 'pupil premium champion' with overall responsibility for pupil premium pupils and their outcomes.	All

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.

Evaluation 2022-23 strategy

Evaluation of lessons learned from 2022- 2023

1. Attendance remains a focus for improving outcomes of free school meals students (focussing on mental health support of both students and parents)

Educational welfare and family liaisons officer alongside pastoral managers liaise to develop attendance intervention plans (AIPs) for key FSM (free school meals). This has resulted in placements at alternative provisions to best support students (James Brindley and Triple Crown) and has increased attendance for some students. However, there still remains too many FSM students whose attendance needs to improve.

AIPs will continue in the next academic year.

2. Increasing expectations for behaviour and mental health support through counselling, inclusion services and mentoring.

For 2022 – 23, we have employed only one counsellor for each child to receive a 6 week cycle of support, to enable more students to receive support. This counsellor previously worked at Light Hall as the inclusion manager, she has strong links with staff members and understands the demographics of our students. This has proven successful this year and will continue in 2023 – 24.

3. Improving attendance to extra-curricular clubs – remove transport barrier (no school bus after 3pm). This did not continue in 2022- 23 as PE conducted more fixtures and required the school bus, PP students represent school teams and as a result are attending extra-curricular clubs. PP students attendance is more likely to improve if they are a part of school team.
4. Uptake for tuition was not as good as in previous years, to improve this subject teachers will be employed as casual tutors to exclusively tutor disadvantaged students after school. Therefore, PP students will have three options for tuition (online with MyTutor and Science tutor, Maths and English tuition during PE core and subject teachers after school)
5. A Pupil Premium review was conducted in November 2023 and found strengths in our targeted interventions and wider strategies to support PP students.
An area for development is to focus on improving all leaders' knowledge of PP students and the deliberate strategies used in subjects to accelerate progress.

Overall Summary

Progress has fallen since 2022 (-0.01) to -0.56 (-0.57 national), however it is higher than outcomes in 2019 (-0.76).

As the DfE acknowledge the gap for disadvantaged students is now the largest it has ever been since 2011. Progress of these students at Light Hall is continuing to improve since 2019.

An in school review conducted by a school improvement advisor in November 2023 found

- Leaders have devised a comprehensive strategy to support PP pupils, this is multi – layered with the overarching aim to improve attendance, and academic performance.... PP Strategic Lead articulates clearly what is expected of staff and presents to staff regularly. Leaders acknowledge

that processes in place to evaluate its impact and hold staff to account for the delivery of the strategy are less developed.”

- The review has identified clear next steps for middle and senior leaders to improve outcomes for PP students.
- Teachers have good relationships with PP pupils, classrooms are calm; pupils are very compliant, leaders agreed that more planned opportunities for oracy/group work is necessary.
- Teachers use summative assessment at KS4 effectively to analyse how well pupils are doing and provide detailed individual feedback (there are two opportunities for this across the year). Year 10 PP students spoke very enthusiastically about their start to GCSEs; they had received their first ‘Milestone’ assessments and they were clear about their next steps

Red: Target not met

Orange: Target partially met

Green: Target met

Success Criteria

1. All disadvantaged students in KS3 achieve in line with their non-disadvantaged peers.
 - 75-80% of disadvantaged pupils in each year meet or exceed subject expectations
 - In KS4, disadvantaged pupils achieve grades, which are within 0.25 of a grade of their non-disadvantaged peers

2022/23 outcomes

KS3 – percentage of disadvantaged students meeting/exceeding expectations

Subject	English	Maths	Science	Geography	History	L&M	French	German	Spanish	Art	Tech	Drama	IT	Music
Year 7	83%	81%	69%	85%	67%	69%	77%	96%	95%	100%	74%	100%	63%	94%
Year 8	89%	44%	85%	91%	68%	80%	81%		91%	96%	77%	92%	81%	87%
Year 9	85%	54%	70%	95%	57%	72%	63%		84%	92%	66%	79%	45%	63%

Year group	Overall P8	Target met
10 disadvantaged	-1.68	
10 non-disadvantaged	-1.17	
Gap	0.51	No
11 disadvantaged	-0.55	
11 non – disadvantaged	0.11	
Gap	0.66	No

Disadvantaged students meeting or exceeding expectations in KS3 has increased in this academic year, students have improved in most subjects. The focus for 2023/24 will be improving outcomes in Maths for Years 9 and 10.

The gap in progress 8 for Year 10 students is comparable with Year 10 in 2021/22, however progress for both non and disadvantaged students is further behind. Therefore,

targeted interventions such as tuition and form groups have started earlier, combined with mock exams starting after October half term.

Although the gap between Year 11 disadvantaged and non-disadvantaged pupils widened from last academic year, disadvantaged students did improve their progress in comparison to the end of Year 10 (moving from -1.2 to -0.55).

Target partially met

2. Reading recovery groups evidence increased reading ages of 1 – 2 years

2022/23 Disadvantaged students involved in reading interventions

Year group	RA increased 6+months	RA increased 1+years
7 PP	64.7%	52.9%
7 Non PP	62.9%	45.7%
8 PP	76.9%	69.2%
8 Non PP	41.7%	29.2%
9 PP	47.6%	38.1%
9 Non PP	43.4%	39.1%

- PP students (attending interventions regularly) reading ages has improved more than their non- PP peers.
- Attendance at interventions has been better in this academic year.

3. Targets for behaviour for learning scores

PP students	Y7	Y8	Y9	Y10	Y11
Expected standards (Avg 1s)	>85%	>85%	>80%	>80%	>80%
Non yet consistently meeting expected standards (Avg 2s)	>95%	>95%	>85%	>85%	>85%

PP students	Y7	Y8	Y9	Y10	Y11
Avg 1s	87%	81%	61%	43%	53%
Avg 2s	100%	100%	100%	98%	98%

Engagement levels remain strong in Years 7 and 8

Behaviours for learning need improving in Year 9 and KS4, to support better progress outcomes for disadvantaged students.

4. Qualitative data from pupil voice indicate pupils feel their mental health is well-supported in school.

2022/23 outcomes

Surveys

	% of students that agreed that the school supported their mental health and welfare
November 2022	52%
March 2023	48%
July 2023	61%

Qualitative data from pupil and parent voice indicate 6 week counselling sessions have helped to provide strategies to manage their behaviour and mental health

	% of students asked about mental health and well being who received 6 week counselling sessions
July 2023	92% agreed that they felt counselling was supportive and helped towards improving their well – being.

All Year 10 disadvantaged students have secured a work experience placement

	% of students securing a work experience placement
Disadvantaged	45
Non – disadvantaged	63

5. The attendance of disadvantaged pupils is in line with the national attendance of their non-disadvantaged peers.

The percentage of all pupils who are persistently absent is between 17-19% and the figure among disadvantaged pupils persistently absent reduces by 1% per year

2022/23 outcomes

Year Grp	PP	FFT PP	PA	Att
Y7	88.8%	88.7%	20%	92.3%
Y8	89.1%	86.2%	25%	92%
Y9	85.8%	84.2%	34%	89.9%
Y10	84.2%	83%	39%	88.4%
Y11	86%	82.9%	26%	91.9%
Total	86.6%	85.3%	30%	90.7%

Attendance of PP students at Light Hall is higher than the FFT (Family Fischer Trust) national data and has improved since 2021/22.

Persistent absenteeism (PA) was higher in Years 9 and 10 than the FFT average national, this is in line with overall school attendance which is lower in Year 7, 9 and 10 in comparison to FFT average national data.

The focus for next year will be to improve attendance in KS4 and Year 8, this will be a priority for the school improvement plan. Raising the profile of improving attendance for PP pupils through AIPs (Attendance Intervention Plans), will increase the overall attendance of these year groups.

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
Ace your Exams	Elevate Education
Study Sensei	Elevate Education

Reading programmes	Lexia Bedrock Toe by Toe
English and Maths intervention programme	Pet-Xi
1 – 2 -1 Tuition	MyTutor
Counselling	Independent counsellor