

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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	The Lowry Academy
Number of pupils in school	958
Proportion (%) of pupil premium eligible pupils	60.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	Annually until October 2024
Statement authorised by	Mrs Claire Coy
Pupil premium lead	Mr Stephen Fletcher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£570,551
Recovery premium funding allocation this academic year	£160,362
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	£730,913 (<i>plus £71077.50 school led tutoring</i>)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through targeted interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils at The Lowry Academy excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7, around 24% of our disadvantaged pupils arrive below age-related expectations compared to 16% of their peers. The disproportionate effect of Covid-19 and national lockdowns has resulted in around 80% of our disadvantaged pupils being below age-related expectations compared to 32% of their peers on their NGRT score in year 8.</p>
2	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in literacy-based subjects.</p>
3	<p>Our assessments (including our Edurio survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
4	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been around 9% lower than for non-disadvantaged pupils.</p> <p>33% of disadvantaged pupils have been 'persistently absent' compared to 26% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To increase quality first teaching available to all pupils.</p> <p><u>Link to whole school priorities</u></p> <p>- To embed highly inspirational teaching and learning and coaching across the academy resulting in good and outstanding progress within all lessons</p>	<ul style="list-style-type: none"> ▪ Improved levels of progress and acceleration of pupils to close the gaps with age related expectations. ▪ Implement a consistent model of teaching and learning strategies following our typical lesson format. A focus on supporting teachers to improve through instructional coaching, Teaching and Learning reviews, whole staff briefings, faculty briefings and lesson drop ins. Developing consistent modelling and checking for understanding techniques to ensure stretch and challenge for all learners.
<p>Implementation of a high-quality curriculum for all pupils.</p> <p><u>Link to whole school priorities</u></p> <p>- To uphold the highest standards of curriculum delivery in all our academic and vocational subjects and ensure improving engagement in our co-curricular offer for all years.</p> <p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<ul style="list-style-type: none"> ▪ Curriculum planning, development and implementation. ▪ Every two weeks, alternating with pedagogical development, CPD will focus on curriculum planning so that we are continually refining and adapting our curriculum throughout the academic year. ▪ Quality assurance across the academy will focus on how the curriculum intent is implemented in the classroom and the impact it is having on pupil progress. ▪ Assessment for learning will become an integral part of every lesson <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ▪ qualitative data from student voice, student and parent surveys and teacher observations. ▪ A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

<p>Improve pupil’s literacy and numeracy skills</p> <p><u>Link to whole school priorities</u></p> <p>- To embed highly inspirational teaching and learning and coaching across the academy resulting in good and outstanding progress within all lessons.</p>	<ul style="list-style-type: none"> ▪ All teachers will be supported through CPD opportunities to implement strategies on how to improve literacy in our classrooms. Training specifically linked to the explicit teaching of key vocabulary in lessons will be delivered rather than a general approach. ▪ Targeted literacy and numeracy intervention will be provided through direct instruction and will be delivered by subject specialists. ▪ Lead practitioners in both Maths and English will support the faculty leaders in developing pedagogy within Faculty CPD sessions. ▪ ‘Period 0’ and ‘period 6’ along with Maths and English catch up sessions delivered in form time to year 11 students.
<p>To accelerate progress of year 11 PP pupils</p> <p><u>Link to whole school priorities</u></p> <p>- To embed highly inspirational teaching and learning and coaching across the academy resulting in good and outstanding progress within all lessons.</p> <p>- Improve attendance in all areas and key groups</p>	<p>By the end of our current plan in 2024/25, 45% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In previous years under SAT this figure was less than half of this</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> ▪ An EBacc average point score of at least national. ▪ An average Attainment 8 score of 40. ▪ Period 6 intervention open to all pupils across all GCSE subjects. ▪ Additional morning study groups providing a quiet and purposeful learning environment for pupils wishing to complete additional study and revision before the start of the school day. ▪ Exam revision support including the ‘Lowry 10’ revision strategy. ▪ Regular progress meetings between year 11 teachers, middle and senior leaders to monitor pupil progress and intervene swiftly when the need arises. ▪ Identification of high prior achieving pupils and clear plans in place to support their progress.

<p>Improve attendance in line with national average for disadvantaged pupils</p> <p><u>Links to whole school priorities</u> Improve attendance in all areas and key groups, PP, Boys, SEND</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ▪ The overall absence rate for all pupils being in line with national average or better and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced in line with national average. ▪ First day absence response to quickly support pupils to attend school. ▪ Accurate tracking of attendance on a pupil level basis allowing for timely and effective interventions ▪ Deliver staged approach and in doing so increase the breadth of staff that challenge the attendance of specific pupils.
<p>Provide disruption free learning for disadvantaged pupils</p> <p><u>Link to whole school priorities</u> To embed high quality routines both in and out of the classroom resulting in reduction in disruption to learning and exclusions in all year groups</p>	<ul style="list-style-type: none"> ▪ Implement behaviour triage protocol to support pupils to maximise their attitude to learning and provide disruption free learning for pupils. ▪ Progressively plan the implementation of further routines targeted at reducing disruption and creating a calm purposeful learning environment. ▪ Support teachers through one-to-one, small group sessions and whole school CPD on effective behaviour management strategies. ▪ Use data to effectively target pupil interventions and communicate in a clear and timely manner with parents and carers.

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: £ 333,867.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: Deliberate practice and curriculum development through curriculum implementation sessions</p>	<ul style="list-style-type: none"> ▪ The Education Endowment Foundation pupil premium guide recommends that teaching should be the top priority, including professional development, training and support for early career teachers through the Early Career Framework. Every two weeks CPD will focus on improving the quality of our pedagogical knowledge and skills. ▪ Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged. 	<p>1,2,3</p>
<p>Quality First Teaching</p>	<ul style="list-style-type: none"> ▪ The Education Endowment Foundation research has found that the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. ▪ It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. 	<p>1,2,3</p>

<p>Purchase of standardised diagnostic assessments (MidYIS/NGRT)</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<ul style="list-style-type: none"> ▪ Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: ▪ Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF 	<p>1,2</p>
<p>All pupils in years 7 to 10 experiencing daily, high quality reading.</p> <p>Improving literacy in all pupils in line with recommendations in The Education Endowment Foundation Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching.</p> <p>It will be rolled out first in Form Time to help raise attainment for disadvantaged pupils, followed by subjects identified as priorities.</p> <p>Adopting a targeted reciprocal teaching programme such as Lexia as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<ul style="list-style-type: none"> ▪ Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. ▪ Reading programmes address the inequality in exposure to high quality reading materials and the impact of the '30 million word gap' and cultural literacy. It also improves consistency in tutor time provision and the transition into lessons <i>Sutton trust, 2011</i> ▪ 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 time span. ▪ Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF <p><u>Education Endowment Foundation evidence informed practice recommendations</u></p> <ul style="list-style-type: none"> ▪ Reading helps pupils gain knowledge which leads to better writing, whilst writing can deepen pupils' understanding of ideas. ▪ Schools should expect and proactively plan to support pupils with 	<p>1,2</p>

	<p>the weakest levels of literacy, particularly in year 7.</p> <ul style="list-style-type: none"> Use task and resources to challenge and support pupils' mathematics <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	
<p>Direct Instruction. Pupils below age related expectations receive targeted will receive direct instruction in both Maths and English.</p>	<p>Pupils below age related expectations receive targeted will receive direct instruction in both Maths and English.</p> <p>Explicit instruction encompasses a wide array of teacher-led strategies, including direct instruction (DI). There is evidence that structured teacher-led approaches can raise mathematics attainment by a sizeable amount. EEF Maths Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Although language acquisition is a very robust process there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. Direct instruction increases the input from specialist teachers in order to accelerate progress with pupil literacy, especially reading. Law et al Early Language Development final.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2</p>

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

Budgeted cost: £ 180,479.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme and the School Led Tutoring to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Extending the school day through independent breakfast sessions and period 6 lessons.</p>	<p>Education Endowment Foundation findings show that Programmes that extend school time have a positive impact on average.</p> <p>Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit.</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p>	<p>1,2</p>
<p>SEND: Implement the 5 key recommendations from Education Endowment Foundation to support the learning of SEND pupils:</p> <ol style="list-style-type: none"> 1. Create a positive and supportive environment for all pupils without exception 	<p>Pupils with SEND are more than twice as likely to be eligible for free school meals. Education Endowment Foundation research shows that by ensuring the deployment of teaching assistants is effective, and before implementing interventions gain a good understanding of what they are</p>	<p>1,2,3,4</p>

<ol style="list-style-type: none">2. Build an ongoing, holistic understanding of your pupils and their needs3. Ensure all pupils have access to high quality teaching4. Complement high quality teaching with carefully selected small-group and one-to-one interventions5. Work effectively with teaching assistants	struggling with and why, and then respond with evidence-based teaching and interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 287,643.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in Department for Education's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be funded to improve attendance.</p>	<p>The Department for Education guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2,3,4</p>
<p>Develop co-curricular and enrichment activities through the Aspire program</p>	<p>The Education Endowment Foundation, say enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that Education Endowment Foundation is particularly interested in.</p>	<p>3</p>
<p>Embedding the 6 recommendations from the Education Endowment Foudnation Improving Behaviour in schools guidance paper</p> <p>With a particular focus on recommendations 4, 5 and 6.</p> <p>Use simple approaches as part of your regular routine</p>	<p>Education Endowment Foundation research finds that misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it’s a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There’s a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.</p>	<p>3</p>

Use targeted approaches to meet the needs of individuals in your school Consistency is key		
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: £ 801,990.50

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in the previous 2 years in key areas of the curriculum. EBacc entry was 29%, which is higher than in the previous year.

Whilst our disadvantaged pupils achieved better than in previous years the target outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised, but only by a few percentage points.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality online curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by both United Learnings Online Curriculum platform, Oak National Academy and the schools own online learning.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 90.2% (All), it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.4% higher than their peers and persistent absence 12.4%% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Aim	Outcome
Improve pupil Progress (P8)	2019 (-1.16) vs 2021 (-0.34) = Achieved
Improve pupil Attainment (A8)	2019 (28.8) vs 2021 (35.97) = Achieved
Improve Basic measure English and maths at 5+	2019 (15%) vs 2021 (32%) = Achieved
Increase Ebacc entry	2019 (20%) vs 2021 (29%) = Achieved

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
Sisra Observe	SISRA

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?	High quality teaching and improved literacy as stated above. Pastoral care
What was the impact of that spending on service pupil premium eligible pupils?	Outcomes for pupil premium students improved. Pupil welfare care increased.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [Education Endowment Foundation evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Salford cluster, local behaviour improvement partnership (BIP), plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the Education Endowment foundation's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

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