

# Pupil premium strategy statement – Lawn Manor Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	939
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 to 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	SLT
Pupil premium lead	Meena Arora
Governor / Trustee lead	Zoe Vasiloudis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£367,095
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£367,095</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Lawn Manor Academy our intention is that all pupils, irrespective of their socio-economic background or the challenges they face, make timely progress, and achieve high attainment across the curriculum. We recognise that with an IDACI (Income Deprivation Affecting Children Index) score of 0.209, an income score 0.057 and IMD (Index of Multiple Deprivation Rank) of 20619/32844, we need to enhance the impact of our Pupil Premium money at the forefront of our planning.

The focus of our pupil premium strategy is to support disadvantaged pupils whose lives are often more complex and challenging than those of their peers, especially the most vulnerable pupils, such as those who have a social worker or are young carers. The aim is to level the playing field by providing opportunities that help close the gaps in learning that may have developed, especially during Covid. At the heart of this work is a drive to provide excellent support staff that can support these pupils both educationally and emotionally so that their time in school can be as impactful as possible.

Although focused on supporting our disadvantaged learners, the high-quality teaching at the heart of our approach will also benefit the non-disadvantaged pupils in our school. The strategy set out below is integral to wider school plans for education recovery.

Our approach will be responsive to usual challenges as well as focusing on individual needs such as poor attendance, engagement, and behaviour. Our interventions will be firmly based on evidence such as internal report data, attendance figures and behaviour conduct points, not assumptions about the impact of disadvantage.

Focussed attention to the following will also be given:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Use in-house data to diagnose the current gaps, issues, and barriers for learning
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantage pupils' outcomes and raise expectations of what they can achieve
- Ensure disadvantaged pupils have access to interventions and enrichment
- Activities and enhance their cultural capital and narrow the attainment gap.
- Staff will ensure disadvantaged pupils are challenged in the work that they are set and act early to intervene at the point need is identified and prioritise the disadvantaged pupils for intervention and support. The three- year plan will be reviewed annually and adjusted if necessary.

## Challenges

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

Challenge number	Detail of challenge																
1	<p><b>Reading Age and Comprehension</b></p> <p>National and local research suggests that KS3 disadvantaged pupils have lower levels of reading comprehension than peers. This impacts their progress in all subjects as the vocabulary of pupils, particularly second and third tier languages, may be underdeveloped.</p> <p>At Lawn Manor, 70% of all Year 7 Pupil Premium pupils in the 2022/23 cohort were below the age-related expectation of 11 years, with the most common reading ages for this cohort being 9 and 10 years.</p>																
2	<p><b>Attendance</b></p> <p>Attendance data from 2022/23 academic year shows that there is an attendance gap between disadvantaged and non-disadvantaged pupils. Gaps per Year Group: Year 7: 4.8%, Year 8: 1.4%, Year 9: 2.4%, Year 10: 6.3%, Year 11: 12.0%</p> <p>Of the 313 pupils below 90% attendance, 150 are Pupil Premium pupils compared to 163 non-Pupil Premium pupils.</p> <p>Average attendance for Pupil Premium pupils across all years is 84%, compared to 90% for non-Pupil Premium pupils.</p> <p>The biggest gaps being in KS4 – non-Pupil Premium pupils in Year 11 on average had 12% higher attendance than Pupil Premium pupils, and the same trend being true in Year 10 by 6.3%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>																
3	<p><b>Attainment at Key Stage 4 (Year 11)</b></p> <p>The attainment of disadvantaged pupils is lower than their peers', and gaps between those considered disadvantaged and non-disadvantaged are wide.</p> <p>Disadvantaged pupils on average have a lower propensity to pass with Attainment 8, as per the 2022/23 Year 11 Cohort</p> <table><tr><td></td><td>pp</td><td>Non- PP</td><td>Gap</td></tr><tr><td>LMA:</td><td>29.3</td><td>44.0</td><td>14.8</td></tr><tr><td>LOCAL AUT:</td><td>33.7</td><td>47.3</td><td>13.6</td></tr><tr><td>NATIONAL:</td><td>34.9</td><td>50.2</td><td>15.3</td></tr></table>		pp	Non- PP	Gap	LMA:	29.3	44.0	14.8	LOCAL AUT:	33.7	47.3	13.6	NATIONAL:	34.9	50.2	15.3
	pp	Non- PP	Gap														
LMA:	29.3	44.0	14.8														
LOCAL AUT:	33.7	47.3	13.6														
NATIONAL:	34.9	50.2	15.3														

4	<p style="text-align: center;"><b>Attainment in Maths</b></p> <p>Maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils struggle with some tasks.</p>
5	<p style="text-align: center;"><b>Parental engagement</b></p> <p>Lack of parental engagement with some Pupil Premium pupils has a negative impact on academic progress and wider engagement with the school.</p> <p>In 2022/23, attendance at parents evening was disappointing by Pupil Premium parents. Out of 426 parent attendees for Years 8 to 11, 148 (34%) were Pupil Premium, compared to 278 (66%) non-Pupil Premium. The lowest turnout being in Year 11, where only 37 out of 109 attendees were Pupil Premium.</p>
6	<p style="text-align: center;"><b>Financial and Emotional hardships</b></p> <p>Challenges in Swindon and Wiltshire are growing fast, with population and living costs rising. According to the Needs Analysis for Wiltshire and Swindon "Wiltshire and Swindon have relatively prominent levels of pupils with Special Educational Needs (SEN) of 17.8% and 17.6%, respectively, compared to the National Average of 16.3%.</p> <p>An IDACI (Income Deprivation Affecting Children Index) score of 0.209 for Lawn Manor catchment area means that 21% of pupils live in disadvantaged conditions.</p> <p>Factors such as these can place both financial and emotional pressures on pupils and their families and can disrupt educational 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	<p>By the end of our current plan in 2025/26, KS4 outcomes:</p> <p>The gap between disadvantaged and non- disadvantaged pupils closes to 7% (reduction of 2% each year) for pupils achieving 5 Standard Passes including English and Maths.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2025/26</p> <p>demonstrated by:</p> <ul style="list-style-type: none"> <li>• The aim for all pupils to have 95% attendance, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced for each year group.</li> <li>• Demonstrated by reducing the numbers of persistent absence annually.</li> </ul>
To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils	<p>Disadvantaged pupils' behaviour has shown sustained improvement by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall gap in numbers of conduct points (both average count and value) between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> <li>• Intervening early when behaviour causes a concern to reduce the number of days lost to fixed term suspensions and the gap between disadvantaged and non-disadvantaged is below 150 (Current is 451 days for Pupil Premium and 185 for non-Pupil Premium).</li> </ul>

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• A significant increase in participation in enrichment and extra-curricular activities, particularly among disadvantaged pupils.</li> </ul>
<p>Improved reading comprehension among disadvantaged pupils across KS3</p>	<p>Identified pupils who are below age-related expectations in spelling and reading at KS3 get additional support from the Lexonic Leap, Lexonic PowerUp and Reciprocal Reading programmes, where applicable and relevant. Their age-related reading ages improve every time they are tested.</p>
<p>Improved maths attainment among disadvantaged pupils across KS3 and KS4</p>	<p>To reduce the gap between disadvantaged and non-disadvantaged pupils achieving 9 to 4 in Maths. This was 37% for 2022/23 Leavers (32% for Pupil Premium Pupils vs 69% for Non-Pupil Premium) and should be reduced by 2025/26.</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: £102,678.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staffing in English to ensure class sizes are appropriate and all classes benefit from being taught by a subject specialist. This includes, continuing our successful partnership with Teach First, allowing the school to access high quality trainees keen to work with disadvantaged pupils	EEF Pupil Premium guidance recommends the biggest proportion of funds are invested into High quality teaching	1 & 3
Support the implementation of the school's commitment to the Teach Like a Champion strategy, a proven approach in developing routines in classrooms to support excellent learning	EEF Pupil Premium guidance recommends the biggest proportion of funds are invested into High quality teaching	1, 3 & 4
Continue with English and Maths Mastery in Key Stage 3 to reinforce the underpinning principles in each subject	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics,	1, 3 & 4

	<p>drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK</p>	
<p>Reading and Vocabulary Lead, who will develop and embed effectively strategies in develop reading and literacy across the school. Literacy is promoted throughout the school and the library is supported in retaining its superb learning environment, which encourages positive attitudes. Support the development of Tier 2 and 3 vocabulary in the classroom through CPD and whole school initiatives, supported by a high-quality library resource and Library Coordinator.</p>	<p>Acquiring disciplinary literacy is key for pupils 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> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand</p> <p>a text, and this is particularly the case when</p> <p>interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</p>	1 & 3
<p>Provide CPD opportunities for all departments to develop the subject knowledge of their staff.</p>	<p>EEF Pupil Premium guidance recommends the biggest proportion of funds are invested into High quality teaching</p>	1, 2 & 3



Provide CPD opportunities for RSLs to develop their understanding of how to create and implement an effective curriculum. We have invested in an online CPD provision to minimise the risk of sending staff to external CPD providers and give staff ownership of their own CPD journeys.	Effective teacher CPD and CPD leadership: What...   HISP Research School	
Deputy Headteacher to lead on the school curriculum that is offered to ensure it is appropriately designed to meet the needs of our pupils. Curriculum bid fund to provide additional resources for disadvantaged pupils through RSLs submitting bids. Prior knowledge will be assessed using baseline assessments and low stakes quizzing.	Evidence drawn from The Curriculum, by Mary Myatt was drawn upon to support our Curriculum development	1, 3 & 4
Collaborate with other subject leads within the Ascend Learning Trust to share good practice and enhance the experience of our pupils through well thought out and researched initiatives	These evidenced based approaches will be shared between schools and inform planning for future years	1, 2, 3, 4, 5
Enrichment opportunities made available to all pupils through a rich curriculum that prepares	At the EEF, they believe that enriching education has intrinsic	2, 3, 5 & 6

pupils for life after Lawn Manor Academy	benefits. They think all children, including those from disadvantaged backgrounds, deserve a well-rounded,	
A bespoke induction programme for early career teachers has been created that addresses teaching strategies and CPD through weekly sessions delivered by effective practitioners across the school	EEF Pupil Premium guidance recommends the biggest proportion of funds are invested into High quality teaching	1, 3, 5
Co-planning to form part of the increased time allocation given to departments to analyse pupil work and identify key misconceptions that can be addressed in subsequent lessons	EEF Pupil Premium guidance recommends the biggest proportion of funds are invested into High quality teaching  Effective teacher CPD and CPD leadership: What...   HISP Research School	1 & 3
Regular low stakes quizzing to take place to assess gaps in pupil knowledge, with time being increased for this due to the removal of preliminary exams in November – one set of preliminary exams are planned for Term 3	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve  EEF Feedback	1, 3 & 4

<p>CATs and GL reading assessments to be used with Year 7 pupils to identify those that are below expected standard</p>	<p>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:</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	<p>1, 2 &amp; 3</p>
---	--	---------------------

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

Budgeted cost: £142,101.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Put a strategy in place to support pupils with independent revision – Steps for Success Evening, Period 6, revision technique workshops, revision folders. Provide opportunities for pupils in all Year groups to develop their independent study skills, through a series of workshops that build on each other throughout a pupil's time at Lawn Manor Academy. English Literature set reading texts in Year 11 to be purchased for disadvantaged pupils. Maths revision packs to be provided to all Year 11 pupils to enhance the home learning taking place. GCSE Pod to be utilised to ensure pupils have access to quality revision resources outside of lessons. Bespoke online revision folders will be created for GCSE pupils to ensure that they have access to appropriate revision material outside of their lessons, this will be supplemented by a pupil and parent evening on effective revision and preparation for exams	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Evidence suggests that effective homework/revision can have a positive impact on pupil attainment EEF Homework</p>	1, 2, 3 & 4
Ensure there is an appropriate parental engagement strategy – Steps for Success/Good luck letters/Parents Evening	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps EEF Parental Engagement	1, 2, 3, 4, 5 & 6
Vulnerable Year 6 pupils to be identified and additional support prior to and at	Supporting pupils through transitions allows for barriers to be identified earlier and support	1, 2, 3, 4, 5 & 6

transition to be provided through our specialist Transfer & Inclusion Officer	put in place EEF Supporting pupils through transitions	
<p>Targeted pupils to be invited to small group Period 6 sessions to cover topics that will address identified gaps in knowledge across all subjects. Targeted pupils to be invited half term support sessions over the academic year to address identified gaps in knowledge across all subjects.</p> <p>Holiday/Saturday classes to be provided where appropriate to support out of school learning for disadvantaged pupils.</p> <p>School led tuition will be put in place for targeted individuals through the National Tutoring Programme</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:</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: small group tuition   Toolkit</p> <p>Strand   Education Endowment Foundation   EEF</p>	1, 2, 3, 4, 5 & 6
<p>Targeted individual and group work with Learning Support team to improve social, emotional and behavioural development through the use of the PLC</p>	<p>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:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</p>	2, 5 & 6
<p>Disadvantaged pupils are assisted in attending the Swindon Literature Festival</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	1, 2, 3, 4, 5 & 6
<p>National Tutoring Programme Academic Mentor will continue and directed to work with targeted pupils to fill gaps in knowledge that may have</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when</p>	1, 3 & 4, 5, 6

developed during lockdown - English focus	<p>interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</p>	
Reading platforms to be used to raise the reading ages of those pupils significantly below their actual age	<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>	1, 3 & 4

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

Budgeted cost: £122,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Higher attaining disadvantaged pupils to be supported in achieving excellent outcomes and aspirations to access higher education. The school will continue to engage with the Villiers Park scholars programme	Evidence-led programme that develops personal and employability skills and raise academic outcomes for disadvantaged young people Villiers Park Educational Trust	2, 3, 4, 5 & 6
To provide aspirational careers support and nurture positive attitudes for disadvantaged pupils through connections with outside agencies and our Careers advisor. Ensure all pupils have at least one careers interview and that college/6th form applications are pursued for all pupils. RWBA 6th Form taster day to raise aspirations	Good career guidance is important for social mobility because it helps open pupils' eyes to careers, they may not have considered good career guidance – Gatsby	5 & 6
Support disadvantaged pupils who are studying a musical instrument by paying for individual and small group lessons in full. Encourage more KS3 pupils to try a new instrument by providing the opportunity for fully funded lessons	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum EEF Arts participation	5 & 6
Encourage personal development and achievability by all young people by supporting with the funding to enrol in the D of E. Developing commitment, resilience, self-motivation, independence and responsibility	There is a positive impact of physical activity on academic attainment. Pupils access to high quality physical activity for the other benefits and opportunities it provides EEF Physical activity	5 & 6

Create a support fund for pupils with parents on low income to supply uniform and subsidise trips and extra-curricular activities	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 support pupils in receipt of the Pupil Premium to access all opportunities on offer	5 & 6
Attendance Officer to track attendance of disadvantaged pupils and intervene as required. Enhance the use of the internal tracking system to promote good attendance from all pupils. Attendance Officer to work closely with our EWO and Family Support Worker to support families that may be struggling with getting their children into school. Provide appropriate CPD for staff to understand and support pupils with attendance issues that may be a barrier to their attendance at school	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  DfE's Improving School Attendance advice	2, 6
Establish and embed The Link as an alternative provision for those pupils at risk of permanent exclusion	Evidence suggests that there is a disproportionate exclusion of certain groups of pupils which impacts on pupil attainment and options School exclusion: a literature review on the continued disproportionate exclusion of certain children	5
PLC to be used appropriately to support the transition of pupils with poor attendance back into school and ultimately back into their lessons	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  DfE's Improving School Attendance advice	2, 5, 6
Bespoke induction programme in place to support the transition of pupils from Year 6	Supporting pupils through transitions allows for barriers to	2, 5 & 6



into Year 7, including team building activities preparing them for September.	be identified earlier and support put in place EEF Supporting pupils through transitions	
Software put in place to ensure that parents meetings and evening are as effective as possible to continue the close relationships with parents	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps EEF Parental Engagement	5
We will be sharing information about our school with parents via our weekly newsletter, regular letters, bookable tours with the leadership team.		5
Opportunities for addressing mental health and wider social issues from lockdown will be added to our I LEARN and assembly programmes, with an increased focus on wellbeing. CPD opportunities that address mental health issues and supporting pupils with their wellbeing will be made available to staff across the school – not only staff in pastoral roles	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)	5 & 6
Pupils receive academic mentoring with a focus on removing barriers to learning, providing additional academic/pastoral support and engaging parents	The impact of mentoring varies but, on average, it is likely to have a positive impact on attainment EEF Mentoring	2 , 3, 5 & 6
Ongoing analysis of home learning engagement to be used to identify those pupils that may not have access to the required technology at home. Acquire more laptops that can be donated to pupils that require them to support home learning e.g., from local business donations. Provide	All pupils to have access to required technology, regardless of background EEF Using Digital technology	6

the appropriate technology for those pupils that are in need of it to ensure home learning can take place		
Physical resources to be supplied to support catch up where this is deemed a barrier to learning e.g., digital devices, revision guides, online learning platforms	Physical resources to be supplied to support catch up where this is deemed a barrier to learning e.g., digital devices, revision guides, online learning platforms	6

**Total budgeted cost: £367,094.89**

**Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data.

For 2022/23, the Progress 8 score for our disadvantaged pupils was -1.04. The Attainment 8 was 29.2. See DfE guidance for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022/23 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9 and for LMA's disadvantaged pupils it was 29.2. For the same time period, for Average EBacc APS Score per pupil, the national average score for disadvantaged pupils was 2.97 and for LMA's disadvantaged pupils it was 2.46.

Key stage 4 data suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.91, and the Attainment 8 score was 31.4. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated, for example external tuition.

EBacc entry for disadvantaged pupils at LMA was 23%, which is significantly lower than the previous year's figure of 31.4%, and almost half of Ebacc entries for non-disadvantaged pupils in England (43%).

For 2021/22 Terms 1-5, attendance among disadvantaged pupils at (84.35%) was 5.34% lower than the school's overall attendance levels (89.69%). We recognise overall attendance is too low and this gap is too large which is why raising the

attendance of our disadvantaged pupils is a focus of our current plan and School Improvement Plans.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Additional points to note:

Funding support for core subject staffing has meant that we have been able to employ additional staff to ensure that class sizes remain appropriate for the needs to the pupils in each class.

All of our Teach First teachers have successfully progressed only the next year of their teaching journeys. Teach First teachers have progressed into leadership roles, including into the position of Head of MFL (Sept. 2021), Reading & Literacy Coordinator (June 2022), and Aspirations & Futures Leader (Feb 2021).

Teach Like a Champion technique continue to be embedded into classroom routines and this has been vitally important to re-establish following periods of remote learning and disruption to learning. New staff are brought up to speed with the techniques that are already embedded as part of their induction to Lawn Manor Academy.

English and Maths Mastery in Key Stage 3 has been modified over the past 3 years to meet the needs of pupils through face-to-face learning following periods of remote learning. Co-planning meetings have been introduced across the school in order to give dedicated time to teachers to work on their subject knowledge and develop their classroom practice.

The role of Reading and Literacy Co-ordinator has continued to embed explicit vocabulary teaching into classrooms across the school. Literacy strategies have also been weaved through subject curricula to ensure a consistent approach across the school. Reading and vocabulary has been a whole school priority and features in the school and faculty Improvement Plans.

Maths staff have been working at developing subject knowledge through a book club style CPD reading Craig Barton's, Reflect Expect Check Explain. Strategies learnt from this have been embedded into the Maths Curriculum, which has now in place as we are back to face to face learning.

Other staff have begun the same style of CPD as the Maths department and are still working on using what they have learnt to develop areas within their areas.

The Deputy Headteacher has led on developing the school curriculum that is offered and it is evident that curriculum areas have been developed and embedded in such a way that subject Heads are confident that they, not only meet the needs of the pupils for their subject, but also develop other aspects such as pupil literacy.

In the build-up to this, Raising Standards Leaders (RSLs) undertook CPD, led by our Deputy Head teacher, around what makes an effective Curriculum – Mary Myatt, The Curriculum: Gallimaufry to coherence: From Gallimaufry to Coherence.

Curriculum bid fund has provided support for both in class resources and remote learning resources as detailed below:

Department	Subject	Author	Requested	Agreed	Remaining	Reason	
					£13,000.00		
, Social Sciences	, Geography	KS	£ 90	£ 90	12910.00	Exam Pro	
Social Sciences	Geography	KS	£ 449.25	£ 449.25	12460.75	Year 11 booklets	
Creative Tech	Hospitality	Mk	£ 175.00	£ 175.00	12285.75	Course Resource online	
Expressive Art	Art	CY	£ 340.08	£ 340.08	11945.67	light boxes	
Expressive Arts	Graphics	EM	£ 201.06	£ 201.06	11744.61	Sketch books	
Social Sciences	History	AG	£ 179.70	£ 179.70	11564.91	Anglo Saxon revision	
Social Sciences	History	AG	£ 419.30	£ 419.30	11145.61	Germany model answers	
Social Sciences	RPE	LBU	£ 238.00	£ 238.00	10907.61	Christianity and Islam revision	
Social Sciences	Business	MO	£ 430.00	£ 430.00	10477.61	Edexcel revision guides	

Science	Physics	JM	£ 663.00	£ 663.00	9814.61	Ammeters and Voltmeters	
MFL	Spanish	AH	£ 117.80	£ 117.80	9696.81	Grade 9 books (2 x10)	
Maths	Maths	KL	£ 130.00	£ 130.00	9566.81	Maths target books	
Expressive Arts	Drama	SO	£ 495.00	£ 495.00	9071.81	Tickets for the Wyvern	
Expressive Arts	Dance	ND	£ 300.00	£ 300.00	8771.81	Arts pool	
Expressive Arts	Dance	ND	£ 690.00	£ 690.00	8081.81	Costumes	
Social Sci-ences	Geography	KS	£ 323.46	£ 323.46	7758.35	GCSE workbooks	
Science	Science	JM	£ 127.50	£ 127.50	7630.85	Digital thermometers	
Science	Science	JM	£ 294.37	£ 294.37	7336.48	Light Experiments	
Science	Science	JM	£ 270.60	£ 270.60	7065.88	Test tube racks	
Social Sci-ences	History	AG	£ 316.20	£ 316.20	6749.68	Textbooks	
Social Sci-ences	History	AG	£ 152.83	£ 152.83	6596.85	Textbooks	
Social Sci-ences	History	AG	£ 345.00	£ 345.00	6251.85	Textbooks	
Expressive Arts	Music	DJ	£ 501.67	£ 501.67	5750.18	Djembe drums	
Maths	Maths	KL	£ 749.50	£ 749.50	5000.68	Calculators	
English	English	KH	£ 107.00	£ 107.00	4893.68	Headphones	

English	English	KH	£ 1,991	£ 1,991	2902.68	Theatre performance	
Creative Tech	Computer Science	DB	£ 660.00	£ 660.00	2902.68	Educate subscription	

“How Is My Class Doing?” documents were used as a mechanism of ensuring identification and intervention for pupils who were underachieving; this was following a period where this was not possible during the pandemic.

Raising Achievement meetings were more critical this year than ever, with a focus on robustness of assessment and accuracy of projections.

A return to face-to-face events was carefully managed for ‘Steps to Success’ for Year 11; this had a slightly lower attendance from parents than normal owing to a return to pre-pandemic confidence levels.

Our Personalised Learning Centre (PLC) continued to support pupils when we returned to face to face learning; attendance has presented a significant barrier for several pupils and the PLC has been a key provision to help pupils overcome this barrier.

Training around best practice of supporting the development of tier 2 and 3 vocabularies in the classroom continued through virtual teacher training and regular CPD briefings. Individual subjects implemented their own strategies in their own areas i.e., key word displays, resources for pupils to use in lessons or texts purchased to encouraged pupils to read around the subject outside of lessons. These were all supported and often led by our Reading and Literacy Co-ordinator.

Funding was used to add additional titles to the library, and it also included an area of the library created to support the continued professional development of staff, including ways in which to ensure online learning was as effective as possible.

All disadvantaged pupils in Year 11 were provided with English Literature set reading texts and Maths revision guides and workbooks. The pupils in receipt of these were able to complete effective revision at home by removing the barrier of lack of resources.

We have continued our partnership with the Villiers Park Future Leaders programme. 13 pupils from Year 11 and 15 pupils from Year 10 took part in the programme. They will be joined on the programme by a further 15 pupils in the next Year 10 cohort. Year 10 pupils on the programme this year visited the University of Gloucester for a day and spent a week on a residential programme at the University of Bath exploring post-18 pathways including both university study and higher apprenticeships. We have also



benefitted greatly from Villiers Park's corporate sponsor Sopra Steria who have generously provided funding through the Sopra Steria Opportunities Fund for laptops for five of our pupils and various revision guides, books and stationary for a further six pupils.

Villiers Park also ran a Level 2 Oracy for Employment course over the February half term in collaboration with the English-Speaking Board. 13 pupils took part in this qualification to develop their use of spoken English in a professional context.

The academic year 2022/23 saw the return of our careers fair which all pupils were able to attend and network with 34 different employers spread across two halls. We have also had employer engagement with speakers from organisations such as the BBC (all pupils), Channel 4 (Year 8) and Redde Northgate (Year 10). The Redde Northgate event was filmed, and a recording can be accessed by all on the Ascend Learning Trust careers website – [www.altcareers.org.uk](http://www.altcareers.org.uk).

Collaboration across Ascend Learning Trust has allowed us to hold our first Career Insight talk which we hope to build on in the coming year. Three secondary schools across the Trust joined a virtual career talk from an RAF pilot during the school day which was attended by 26 Lawn Manor pupils.

The RWBA 6<sup>th</sup> Form taster day did not take place, however all pupils in Year 10 had the opportunity to visit New College Swindon for a taster day and 46 pupils attended a taster day at Cirencester College. All Year 10 pupils will visit a university in the final week of term through our continued partnership with Study Higher who have also supported Personal Development days.

Our careers adviser is currently undertaking appropriate Level 6 training and has met with pupils in targeted ways. Careers input is provided to all pupils fortnightly via the ILEARN programme.

Pupils that wished to learn a musical instrument but had no means to do so were supported by the school paying for individual and small group peripatetic music lessons.

The Duke of Edinburgh award continued. appointed a new co-ordinator at our school to push the programme forward and increase participation. 21 pupils now participate (60% increase from previous years).

Uniform was purchased on an individual basis depending on the need to the pupil and/or family pupils to ensure their attendance in lessons.

Our Attendance Officer has added to her responsibilities the role of tracking and supporting families that have been affected by post COVID-19 absences i.e., low self-esteem. She continues to use an in-house attendance tracker as a mechanism to track the attendance of individual pupils at all levels of attendance. Any decrease in attendance is monitored and an action assigned to support the individual pupil. The

tracker also monitors the attendance of key groups of pupils, including those in receipt of the Pupil Premium.

There have been an increased number of visits by our pastoral team to the homes of pupils whose attendance is a concern – supported by work from our EWO.

The Link has been established as an alternative provision to support those pupils at risk of permanent exclusion. Pupils have a bespoke package of support based on their individual needs, ranging from full time places, part time places where option classes are still accessed across the school as to not reduce the number of GCSEs that the pupil is able to achieve, or respite placements where pupils attend lessons in The Link for a fixed period of time before being reintegrated back into their normal lessons.

The PLC continues to be a method of support for pupils with poor attendance to access school on a regular basis, ultimately reintegrating them back into their lessons. This has proved to be a successful strategy with many of our pupils who are now back in lessons and their attendance has improved significantly.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Revision techniques	Made
Scholars Programme	Villiers Park

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

**Further information (optional)**