



## Pupil premium strategy statement: Longsands Academy

In line with the core purpose of our Partnership – to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility – we aim to ensure that all students, including those who are eligible for pupil premium funding, benefit from a tailored educational experience which takes into account their strengths, areas for development and interests.

1. Summary information					
<b>School</b>	Longsands Academy				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£251,530	<b>Date of most recent PP Review</b>	March 2016
<b>Total number of pupils</b>	1874	<b>Number of pupils eligible for PP</b>	279	<b>Date for next internal review of this strategy</b>	March 2017
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving 5A* - C incl. EM (2015/16 only)</b>			45.7%	70.2%	
<b>% achieving expected progress in English / Maths (2015/16 only)</b>			78.3%/60.9%	90.3%/82.7%	
<b>Progress 8 score average (from 2016/17)</b>			-0.13	0.3	
<b>Attainment 8 score average (from 2016/17)</b>			4.47	5.38	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy skills entering Year 7 are lower for students eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
<b>B.</b>	Behaviour is a barrier for PP students as indicated by isolation room records compared with other students
<b>C.</b>	Low ability students who are eligible for PP make little progress in mathematics across Key Stages 3 and 4 (25% making 3 levels of progress compared with 43.3% of other low ability students).
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are 90.8% (below the target for all children of 96%).

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June.
<b>B.</b>	Improved behaviour for PP students	Fewer behaviour incidents recorded for these pupils on the school system and fewer visits to the Reflection Room (without changing recording practices or standards).
<b>C.</b>	Improved progress for low ability students in Mathematics	Students eligible for PP identified as low attaining from KS2 results make as much progress as 'other' students identified as low attaining, across Key Stages 3 and 4, so that a minimum of 50% are on track for 3 levels of progress by the end of Key Stage 4.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 82% to 95% in line with 'other' pupils.

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1. A. Improved Year 7 literacy progress	CPD for 1 teacher and 1 HLTA to deliver Catch-up literacy programme to a pilot group in year 7 with a view to extending to all students later in the year or in 2017-18.	Research we had read into this programme suggests that students involved will make accelerated progress as a result of taking part. Other school have used this programme successfully.	Course has already been attended by member of teaching staff. HLTA is booked to attend in October 2016. Regular monitoring of the programme to take place both within the programme itself and at whole school assessment points throughout the year. .Engage with parents and pupils before intervention begins to address any concerns.	Assistant Head – Literacy and Interventions , monitored by Deputy Head	Jan 17
2. A. Improved Year 7 literacy progress  C. Improved progress for low ability students in mathematics	A review of the English and Mathematics marking and feedback policies and creation of new Quality Assurance schedule.	Sutton Trust research has provided valuable evidence to suggest that effective marking and feedback can accelerate progress for students, which will have a particular impact on low ability students.	Heads of department will monitor the use of the new policies and a new quality assurance programme across the Academy will ensure that this is monitored at Senior Level. Learning walks will also take place as a part of the QA policy, again to check that students are making the best use of their feedback. Time for departments to share good practice and opportunity to observe lessons.	Assistant Headteacher : Maths, Head of English, Pupil Premium Co-ordinator, SLT links to Maths and English.	Dec 16
3. A. Improved Year 7 literacy progress	New classroom intervention programme within English	We wanted to make improvements to our existing interventions and to optimise the use of a specialist Teaching Assistant.	Students will be identified by the English team and by considering their progress data. The TA will work with the students within the classroom, in conjunction with their teacher to maximise progress. Monitoring will take place at each Assessment Point.	Head of English	Jan 17
<b>Total budgeted cost</b>					£60,854

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
4. A. Improved Year 7 literacy progress	New intervention focus on reading. Use of Reading Matters programme.	Students in year 7 have arrived with lower reading ages and English scores.	Use of diagnostic tests to map progress effectively. Use of two qualified teachers to implement the programme of intervention and monitor progress. Engage with parents and pupils before intervention begins to address any concerns.	Pupil Premium Co-ordinator	Jan 17 and Jul 17
5. C .Improved progress for low ability students in Mathematics	Twice weekly small group intervention sessions in maths for lower band students with extra qualified maths teachers.	We want to provide extra support to accelerate progress for this group of students. Sutton Trust research suggests that students with this kind of intervention are likely to make accelerated progress.	Extra teaching time and preparation time paid for out of PP budget. Engage with parents and pupils before intervention begins to address any concerns. Track data in maths at assessment points. Pupil Premium Co-ordinator to observe sessions and provide feedback / support.	Pupil Premium Co-ordinator	Dec 16
6. B. Improved behaviour for PP students  C .Improved progress for low ability students in Mathematics  D. Increased attendance rates for students eligible for PP	New mentoring programme	We have evidence to suggest that where students are monitored closely and supported in their learning by a named person that their attendance and progress improves.	Use of the Senior Team and Heads of Year at KS4 to take part in a daily monitoring programme for PP students. Senior Assistant Headteacher will ensure the programme is monitored and alterations made where appropriate as this will be a new mentoring system for this academic year.	Senior Assistant Head, Pupil Premium Co-ordinator	Dec 16
<b>Total budgeted cost</b>					£86,945

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
7. B. Improved behaviour for PP students	Proactive approach to student behaviour	Where students are given strategies to help with behaviour this has been shown to have a positive effect.	Two members of staff will work with pupil premium students who are identified from previous behaviour records both in the classroom to encourage the maintenance of good attitudes to learning. Where students are removed from lessons, intensive work will take place to ensure a positive and well-managed re-integration, also overseen by the same two members of the team.	Deputy Head and Pupil Premium Co-ordinator	Dec 16
8. B. Improved behaviour for PP students	Improved parental engagement	We have seen evidence that where we involve parents, particularly at an early stage, student behaviour has improved.	A programme of 'structured conversations' with parents and students within the i2l curriculum as a trial group. Pupil Premium Co-ordinator to create extra opportunities for parental engagement – for example at 'Welcome to Year 10' and Welcome to Year 11' meetings.	Pupil Premium Co-ordinator	Jul 17
9. D. Increased attendance rates for students eligible for PP	New reward system implemented and consolidation and communication of attendance procedures, continuation of breakfast club to encourage students into school.	Where students attendance rates are high there is a correlation to higher levels of achievement and vice versa.	Assemblies to all students to inform them of attendance procedures and reward system. Attendance procedures and figures to be closely monitored at half termly intervals. Attendance team to work closely with key stage teams and new Senior Attendance Officer to be inducted appropriately. Publicity around breakfast club and monitoring of attendance at the club.	Deputy Head , Pupil Premium Coordinator and Attendance team, Breakfast Club Supervisor	Every half term
10. B. Improved behaviour for PP students  D. Increased attendance rates for students eligible for PP	Ensure that all PP students have equal access to extra-curricular events and trips	Students who involve themselves fully in school life are more likely to behave well and attend regularly and as a result, will make better progress than those whose attendance isn't as high or whose behaviour is poor.	All trips monitor the attendance of PP students. Letter sent home to parents to ensure they are fully aware of the support offered in order that their child can have access to the optional extras in school.	Deputy Headteacher , Pupil Premium Co-ordinator	Dec 16
<b>Total budgeted cost</b>					£105,061

## 6. Review of expenditure

Previous Academic Year

2015-2016 – please see below

**Impact data 2015-16 – different format due to the use of a new format for targets and outcomes in the coming year.**

Please see the impact data for 2015-16; alongside the number of students involved in each intervention and the average progress made for the target group during the year.

### Year 11

#### Maths

25 students received at least one block of intervention sessions. 20 students did not receive intervention.  
33% increase between pre and post test

### Year 10

#### English:

No year 10 intervention

#### Maths

Intervention (26 students): -0.27 levels progress  
No intervention (35 students): -0.02 levels progress  
4% increase between pre and post test

### Year 9

#### English

Intervention (21 students): 1.2 sub levels progress following intervention  
No intervention (41 students): 0.4 sub levels progress following intervention

#### Maths

Intervention (36 students): 1.8 sub levels progress during year 9  
No intervention (26 students): 1.6 sub levels progress during year 9  
The gap in points in maths has reduced from -3.89 to -3.71 – average grade for non PP has increased from 6c to 6b (one sub level) but it has increased from 5b to 6c for PP (2 sub levels).  
34% increase between pre and post test

### Year 8

#### English

Intervention (21 students): 0.19 sub levels progress during year 8  
No intervention (36 students): 0.18 sub levels progress during year 8

#### Maths

Intervention (32 students): 1.8 sub levels progress during year 8  
No intervention (25 students): 2.5 sub levels progress during year 8

September 2016

26% increase between pre and post test

## **Year 7**

### English

Intervention (23 students): -0.4 sub levels progress during year 7

No intervention (37 students): 1.8 sub levels progress during year 7

The gap in average points has decreased from -3.5 to -3.4

### Maths

Intervention (13 students): 0.7 sub levels progress during year 7

No intervention (47 students): 1.3 sub levels progress during year 7

12% increase between pre and post test

## **Maths Intervention**

Pre – Post Test Increase

Summer 1: average 26%

Summer 2: average 29%

Summer 1

28% enjoyed maths lessons more after intervention – on average 0.12 increase

16% thought maths lessons were easier following intervention

40% thought they were more likely to improve in maths following intervention

20% were more confident in maths following intervention

## **7. Additional detail**

The above plan leaves a surplus of £30,994 to allow us to respond to student needs and engage in any additional initiatives throughout the year. In previous years we have offered individual tailored support to pupil premium students by means of extra tuition outside of normal lesson times, we have offered catch-up and revision sessions and supported families in a range of ways. Previous budgets suggest that this amount of money will easily be spent providing this very bespoke to students and will be reviewed as a part of the expenditure within next year's action plan.