

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Longsands Academy				
Academic Year	20-21	Total PP budget	£228,245 (plus LAC)	Date of most recent PP Review	July 2018
Total number of pupils	1780 (1418 in Y7-Y11)	Number of pupils eligible for PP	263	Date for next internal review of this strategy	July 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2019)
Progress 8	-0.27	0.13 (PP = -0.45)
Ebacc entry	10 / 58	44.5% (PP = 27.5%)
Attainment 8	39.47	50.3 (PP = 36.7)
Percentage of Grade 5+ in English and maths	32.8% (19 out of 58)	50% (PP = 24.7%)

3. Priority Areas of Focus (in response to identified barriers for pupils eligible for PP, including high ability)			
<b>School based areas of focus</b> <ul style="list-style-type: none"> <li>Issues/barriers to be addressed, such as poor oral language skills, <b>stated as a positive outcome e.g. improved oral language skills.</b></li> <li>Please indicate if this is a longer term priority (eg. up to 3 years) by inserting review timescale in final column</li> </ul>			
Desired Outcome		Success Criteria	Timeframe of Priority Area
<b>A.</b>	Improved outcomes at KS4 for PP students in English	For pupils in receipt of the pupil premium: Improved L4+ English outcomes from 57% in 2020  To diminish gap to Non-PP pupils at L4 (Non-PP = 87%)	1 year strategic priority
<b>B.</b>	Improved outcomes at KS4 for PP students in Mathematics	For pupils in receipt of the pupil premium: Improved L5+ maths outcomes from 38% in 2020  To diminish gap to Non-PP pupils at L5 (Non-PP = 62%)	1 year strategic priority

**External areas of focus**

- *Issues/barriers which require action outside school, such as low attendance rates, **stated as a positive outcome e.g. improved attendance***
- *Please indicate if this is a longer term priority (eg. up to 3 years) by entering review timescale in the final column*

<b>Desired Outcome</b>		<b>Success Criteria</b>	<b>Timeframe of Priority Area</b>
<b>C.</b>	<i>Improved attendance for PP pupils</i>	<i>Improved attendance for PP pupils from 89.4% (week 24 2020) To diminish the attendance gap to Non-PP pupils at 95.2% (week 24)</i>	<i>3 year strategic priority</i>
<b>D.</b>	<i>Improved behaviour for PP pupils, leading to improved outcomes</i>	<i>Decreased exclusions for PP pupils (week 24 FTE1+ = 16%) To diminish the exclusion gap to Non-PP pupils (week 24 FTE1+ = 4.7%) Improved attainment / progress outcomes for PP pupils</i>	<i>3 year strategic priority</i>
<b>E.</b>	<i>Improved aspirations for PP pupils in relation to their next stage of education, employment or training.</i>	<i>Improved quality of Careers, Advice and Guidance – evident through NEET data and improved outcomes for PP pupils  Improved access to enrichment activities for PP pupils, leading to improved outcomes</i>	<i>2 year strategic priority</i>

#### 4. Planned expenditure

Academic year

2020/21

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 (e.g. Professional development, Recruitment and retention, Support for early career teachers)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well eg. monitoring planned?	Staff lead	When will you review implementation?
<p><i>Improved behaviour for PP pupils, leading to improved outcomes</i></p>	<p>Increased focus on embedding the new behaviour system introduced:</p> <ul style="list-style-type: none"> <li>• Launch a procedures document</li> <li>• Monitoring by Heads of Year and SLT (release time covered)</li> <li>• Tracking of rewards and sanctions data</li> <li>• Whole-school target = to reduce low level disruption - shared through Academy Improvement Plan</li> <li>• Training for Staff (£10k)</li> </ul> <p>Behaviour System / Reflection Room supervised – to allow pupils time to reflect before an incident can escalate. (£40k)</p>	<p>Last year, the school identified a need to address the exclusions gap between PP and Non-PP students. The school would also like to reduce behaviour incidents and low level disruptions in class – enabling greater progression in learning.</p> <p>This year, due to COVID-19, smaller numbers of pupils will be accessing smaller bubbles and separate areas during Reflection (eg. KS3 and KS4 Reflection areas)</p> <p>The EEF Toolkit also suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Regular monitoring of learning behaviours completed by SLT</p> <p>Academy Improvement Plan review and evaluation</p> <p>Tracking of behaviour incidents, exclusions, rewards and sanctions</p>	<p>CG AAL DLG</p>	<p>Half-termly Annually</p> <p><i>(July 2023 = 3 year strategic priority)</i></p>

<i>Improved outcomes at KS4 for PP pupils in English and mathematics – through improved teaching and learning provision</i>	Staff Training based on Lemov: <i>Teach like a Champion</i> – with subsequent observation schedule for monitoring.  To develop a Staff Handbook which includes the communication of teaching principles (£10k)	There is a need to diminish the attainment gap between PP and Non-PP pupils.  In the <a href="#">EEF Attainment Gap 2017</a> report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development.	Regular monitoring of the quality of teaching and learning completed by SLT  PP pupil data analysis, including predictions data	SLT  Dept' monitoring	Half-termly Annually
	Work with the Education Development Trust to deliver / facilitate training materials for the Early Career Framework for the benefit of NQTs – supporting their development and quality of teaching and learning. Mentoring support for NQTs (£10k)			DLG  SLT	Annual review / 2 yearly

**Total budgeted cost** £70k

**Proportion of Total Spend** 29%

**ii. Targeted support (e.g. Structured interventions, Small group tuition, One-to-one support)**

<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 eg. monitoring planned?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<i>Improved outcomes for PP pupils in mathematics</i>	Targeted mathematics support: <ul style="list-style-type: none"> <li>• Small group mathematics interventions</li> <li>• Targeted 1:1 support in lessons</li> <li>• Focus on L5+ in mathematics</li> </ul> Smaller class groupings for mathematics lessons (additional teaching group, enabling greater focus on next steps – esp. PP working towards L5+) (£35k)	Last year, additional support in mathematics did make a positive impact on attainment outcomes (see review section below), however, there is still a need to target PP pupils in order to narrow the PP vs. Non-PP student attainment gap.  The EEF report, <a href="#">Improving Mathematics in KS2 and 3</a> report recommends the use of structured interventions to provide additional support. Reducing class size is demonstrated by the <a href="#">EEF</a> to show increased progress.	Regular data analysis  Monitoring of quality of provision in mathematics / QA processes	SLT  Dept' monitoring	Half-termly Annually  <i>(July 2023 = 3 year strategic priority)</i>

	<p>1:1 Catch up Tutor for Year 7 pupils focusing on basic skills in mathematics (linked to 'Catch up funding')</p> <p>(£10k)</p>	<p>Due to the COVID-19 pandemic and gaps in learning for the new Y7 pupils at transition, additional targeted support is assigned.</p> <p>The EEF report, <a href="#">Improving Mathematics in KS2 and 3</a> report recommends that structured intervention support may be required for Year 7 pupils who are struggling to make progress.</p>			<p>Half termly Annually</p>
<p><i>Improved outcomes for PP pupils in English</i></p>	<p>Targeted English support:</p> <ul style="list-style-type: none"> <li>• Small group interventions led by an Y11 Tutor</li> <li>• Targeted 1:1 support in lessons</li> <li>• Focus on L4+ in English</li> </ul> <p>Smaller class groupings for English lessons (additional teaching group, enabling greater focus on next steps for PP pupils – esp. those working towards L4+)</p> <p>(£40k)</p>	<p>Last year, additional support in English did make a positive impact on attainment outcomes at L5+ (see review section below), however, there is still a need to target PP pupils at L4+ and in order to narrow the PP vs. Non-PP student attainment gap.</p> <p>For disadvantaged pupils with literacy difficulties, <a href="#">research</a> shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective. Reducing class size is demonstrated by the <a href="#">EEF</a> to show increased progress.</p>	<p>Regular data analysis</p> <p>Monitoring of quality of provision in English / QA processes</p>	<p>SLT</p> <p>Dept' monitoring</p>	<p>Half-termly Annually</p> <p><i>(July 2023 = 3 year strategic priority)</i></p>
	<p>1:1 Catch up Tutor (Primary Specialist) for Year 7 pupils focusing on developing skills in Literacy (linked to 'Catch up funding')</p> <p>(£2k)</p>	<p>Due to the COVID-19 pandemic and gaps in learning for the new Y7 pupils at transition, additional targeted support is assigned.</p> <p>For disadvantaged pupils with literacy difficulties, <a href="#">research</a> shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective.</p>			<p>Half termly Annually</p>
	<p>Accelerated Reader intervention:</p> <ul style="list-style-type: none"> <li>• Link intervention outcomes to in-class provision</li> <li>• Promote AR to raise profile</li> <li>• Utilise as a targeted intervention where required</li> </ul> <p>(£10k)</p>	<p>In the <a href="#">EEF Attainment Gap 2017 report</a>, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p>	<p>Regular analysis of student usage and progress data</p>	<p>Intervention Lead</p> <p>DLG</p> <p>JCE</p>	<p>Half termly Annually</p>
<b>Total budgeted cost</b>					£97k
<b>Proportion of Total Spend</b>					39%

iii. Other approaches (e.g. behaviour support, breakfast clubs, attendance initiative, extra-curricular support)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well eg. monitoring planned?	Staff lead	When will you review implementation?
<i>Improved aspirations for PP pupils in relation to their next stage of education, employment of training.</i>	<p>Further develop Careers Advice and Guidance in line with Gatsby Benchmarks:</p> <ul style="list-style-type: none"> <li>• LLW (Life, Learning and Work) delivered as part of a wider Personal Development Programme</li> <li>• Dedicated timetabled sessions</li> <li>• Training for staff</li> <li>• All PP pupils offered personal guidance in Y11</li> <li>• Opportunities for informing students and their parents about future study options and labour market opportunities will be increased, including STEM opportunities.</li> </ul> <p>(£20k)</p>	<p>Strong careers information, advice and Guidance as well as educational experiences are also listed in the <a href="#">top 10 approaches</a> for disadvantaged pupils.</p>	<p>Monitoring of activities</p> <p>Monitoring of Gatsby Benchmarks</p> <p>NEET data analysis</p> <p>QA activities</p>	<p>AAL KLM MXT KEB EMS</p>	<p>Annual review / 2 yearly</p>
<i>Improved attendance for PP pupils</i>	<p>Attendance Manager/Team – to track and monitor attendance of PP pupils weekly – pupils identified for formal attendance monitoring and support</p> <p>Attendance rewards system</p> <p>Supervised Breakfast Club – promotion of club and internal attendance rewards (Year 7 initially during COVID-19 restrictions)</p> <p>(£50k)</p>	<p>Last year the attendance of PP students decreased from 2019 at 90.7% to 89.4% (at Week 24 2020 – prior to lockdown). This compared to 95.2% for Non-PP students at week 24.</p> <p>Good attendance is also <a href="#">listed</a> in the top 10 approaches for disadvantaged pupils. Attendance is seen as one of <a href="#">the 7 Building Blocks for Success</a> when supporting the attainment of disadvantaged pupils.</p>	<p>Weekly attendance monitoring</p> <p>Half termly reports provided to SLT and the LECC to demonstrate attendance trends and the impact of intervention in relation to attendance.</p>	<p>CG KB</p>	<p>Half-termly Annually</p> <p><i>(July 2023 = 3 year strategic priority)</i></p>

<i>Improved aspirations for PP pupils in relation to their next stage of education, employment of training. Improved access to enrichment activities for PP pupils, leading to improved outcomes</i>	<p>Access to funded extra-curricular activities eg. Music, fitness</p> <p>Funded educational visits (as allowed under current COVID restrictions)</p> <p>Uniform and equipment funding support (through music / PE participation)</p> <p>(£8k)</p>	<a href="#">Research</a> tells us that healthier students who engage in physical activities are likely to have higher attendance. Similarly, we also know that extra-curricular activities and enrichment visits can also have a <a href="#">positive effect</a> on pupil attendance and outcomes.	<p>Monitoring that all PP students continue to have equal access to extra-curricular events and trips.</p> <p>Monitoring by relevant departments, that PP pupils have the required equipment and uniform for activities and are engaging in activities</p>	<p>HOY</p> <p>SLT</p> <p>Dept' monitoring</p>	<p>Termly</p> <p>Annual review / 2 yearly</p>
<b>Total budgeted cost</b>					£78k
<b>Proportion of Total Spend</b>					32%

## 5. Review of expenditure

<b>Previous Academic Year and total amount</b>	2019-2020, £239,369			
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved behaviour for PP students, enabling greater progression in learning	<p>New behaviour system introduced:</p> <ul style="list-style-type: none"> <li>• Training</li> <li>• Monitoring by Heads of Year</li> </ul> <p>Behaviour System / Reflection Room supervised</p> <p>Parental engagement to promote improved behaviour</p>	<p>There was an improvement in Progress 8 for Pupil Premium pupils from -0.43 in 2019 to an estimated CAG progress score of -0.27. Attainment 8 also improved over last year from 36.76 in 2019 to CAG 39.47 in 2020 for PP pupils.</p> <p>Less detentions were issued to PP pupils (compared to Non-PP pupils) –30% of all detentions were issued to PP students. However, 51.7% of pupils accessing the Reflection Room were PP students. This means that a higher proportion of PP students had an escalation in their behaviour following a detention.</p> <p>There was also an increase in exclusions (1+FTE) from 12.1% in 2019 to 16% for PP pupils (as of Week 24 2020 – just prior to lockdown) - compared to Non-PP at 4.7%.</p>	A focus on reducing exclusions / improving behaviour – especially for disadvantaged pupils is still required. In response, there will be a whole school target / focus on reducing low level disruption in lessons whilst also clarifying procedures, reviewing/modifying policies and procedures and enhancing the tracking and monitoring of incidents, addressing any key concerns to prevent the escalation in behaviours for PP pupils.	£35k

Improved attainment for PP students	<p>FIRST approach to teaching and learning for disadvantaged students:</p> <p>First Marked Identified Relentlessly challenged Seated Strategically Talked to and questioned</p> <p>Monitoring of Teaching and Learning by SLT – providing targeted feedback</p>	<p>There was an improvement in Progress 8 for Pupil Premium pupils from -0.43 in 2019 to an estimated CAG progress score of -0.27.</p> <p>Attainment 8 also improved over last year from 36.76 in 2019 to CAG 39.47 in 2020 for PP pupils.</p>	<p>Through monitoring by SLT, it is felt that a specific focus on this approach moving forward is no longer needed as part of the PP Strategy – this is because practice to ensure a focus on PP pupils by teachers is now in place.</p>	£25k
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## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment for PP students	Targeted 1:1 and small group support in mathematics from additional adults	<p>Attainment 8 improved over last year from 36.76 in 2019 to CAG 39.47 in 2020 for PP pupils.</p> <p>In mathematics, at KS4 L5+ last year outcomes improved from 30% for PP pupils to 38% (compared to 62% Non-PP). At L4+, this figure rose slightly from 61% to 62% for PP students (compared to 83% Non-PP)</p>	<p>Additional support in mathematics did make a positive impact on attainment outcomes, however, there is still a need to target PP pupils in order to narrow the PP vs. Non-PP student attainment gap.</p> <p>Moving forward, through monitoring of PP student outcomes, additional support will be increasingly targeted in mathematics towards disadvantaged students (including targeted interventions, smaller teaching groups and 1:1 tutors)</p>	£48k

<p>Improved attainment for PP students</p> <p>Increased vocabulary range – impacting positively on outcomes in English for PP students</p>	<p>Targeted 1:1 and small group support in English from additional adults</p> <p>Lexonik intervention</p>	<p>Attainment 8 improved over last year from 36.76 in 2019 to CAG 39.47 in 2020 for PP pupils.</p> <p>In English, at KS4 L5+ last year outcomes improved from 37% for PP pupils to 43% (compared to 60% Non-PP). At L4+, this figure declined from 59% to 57% for PP students (compared to 87% Non-PP)</p> <p>(The Lexonik intervention was targeted at KS3 and led to improved reading and spelling ages – the impact of this</p>	<p>Additional support in English did make a positive impact on attainment outcomes at L5+, however, there is still a need to target PP pupils in order to narrow the PP vs. Non-PP student attainment gap and to enable increased numbers of pupils to attain at L4+</p> <p>Moving forward, through monitoring of PP student outcomes, additional support will be increasingly targeted in English towards lower attaining disadvantaged students. This will include: targeted interventions (inc Lexonik at KS3), smaller teaching groups and 1:1 Catch-up Tutors.</p>	<p>£45k</p>
<p>Improved attainment for PP students, including the higher attainers</p> <p>Raised aspirations for PP pupils in relation to outcomes and through preparing them for independent learning</p>	<p>Targeted revision sessions and materials – including online resources / software</p>	<p>Attainment 8 improved over last year from 36.76 in 2019 to CAG 39.47 in 2020 for PP pupils.</p> <p><i>(Due to the COVID-19 pandemic and lockdown, the planned revision sessions did not get fully completed, however, students were able to access resources online)</i></p>	<p>Moving forward, the school will continue to explore and signpost pupils to online learning materials (esp. During any local / national lockdown or periods of home learning)</p> <p>The school will also raise the aspirations of PP pupils in relation to outcomes and their next stage in education, employment of training. This will be achieved through enhancing the Careers Information and Guidance provided.</p> <p>The school will launch the LLW (Life Learning and Work) approach.</p>	<p>£8k</p>

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Improved attendance for PP students</p>	<p>Attendance Manager – to track and monitor attendance of PP pupils. Supported by admin assistant</p> <p>Attendance rewards system</p> <p>Supervised Breakfast Club – promotion of club and internal attendance rewards</p>	<p>Attendance of PP students decreased from 2019 at 90.7% to 89.4% (at Week 24 2020 – prior to lockdown). This compared to 95.2% for Non-PP students at week 24.</p> <p><i>(Due to the COVID-19 pandemic and lockdown, the impact of the initiatives was not fully realised)</i></p>	<p>Moving forward, monitoring of groups of pupils will take place on a weekly basis, enabling the quick identification of barriers so that they can be addressed promptly.</p> <p>Attendance continues to be an area of focus, in particular in relation to diminishing the PP vs. Non-PP attendance gap.</p>	<p>£55k</p>

<p>Raised aspirations for PP pupils in relation to outcomes and through preparing them for independent learning</p>	<p>Access to funded extra-curricular activities eg. Music, fitness</p> <p>Funded educational visits</p> <p>Uniform and equipment funding support (through music / PE participation)</p>	<p>Where run prior to the pandemic, PP students were able to access the extra-curricular activities and visits with the appropriate equipment – so financial barriers were not a preventative factor.</p> <p>Attainment 8 and Progress 8 outcomes, as outlined above, did see a positive impact.</p> <p>However, the attendance gap for PP students vs. Non-PP students continues to be an area of focus.</p>	<p><a href="#">Research</a> tells us that healthier students who engage in physical activities are likely to have higher attendance. Similarly, we also know that extra-curricular activities and enrichment visits can also have a <a href="#">positive effect</a> on pupil attendance and outcomes.</p> <p>Moving forward, the school will continue to financially support PP students where required in order to raise their aspirations, access to enriching experiences and to prepare them for adult life.</p>	<p>£15k</p> <p>£3k</p> <p>£6k</p>
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## 6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

