

Pupil premium strategy statement – Longsands 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	1665
Proportion (%) of pupil premium eligible pupils	20.99%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23, 2023-24 & 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Catherine Cusick
Pupil premium lead	Tom Smy
Governor / Trustee lead	Lee Larcombe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,395
Recovery premium funding allocation this academic year	£81,972
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£389,367

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. 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.

We will deliver a curriculum which equips children with powerful knowledge, maximises their cognitive development and nourishes the whole person and the talents of the individual. The curriculum will therefore liberate and empower pupils, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to 'enter into the conversation of mankind'.

Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By teaching our curriculum we will develop students' cultural capital and provide disadvantaged students opportunities they may not have access to at home: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' We draw on Michael Young's distinction between 'the knowledge of the powerful' and 'powerful knowledge': 'Powerful knowledge ensures that people are not trapped by the limits of their experiences.' Yet we also want all students to be able to see themselves in our curriculum, so they relate to their learning and this will increase internal motivation.

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 academy. 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and avoid not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils 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 academy 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	Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been 6.1% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. 32.3% of TTPN applied to disadvantaged students. There was a total of 113 days of lost learning in 22-23. We have issued 7 referrals in 22/23 following the non-attendance process for disadvantaged pupils and 4 have escalated to prosecution.
2	More The behaviour of disadvantaged pupils <u>struggle to meet our behaviour expectations than is worse than the behaviour for</u> non-disadvantaged pupils <u>as is reflected in the number of sanctions issues.</u> For the academic year 2022-23 the average number of after school detentions issued for a disadvantaged pupil was 17.67, compared to 9.44 for the non-disadvantaged. Disadvantaged students were almost twice as likely to receive an after-school detention. In addition, the average number of more serious reset classroom sending's referrals issued to the disadvantaged pupils was 2.10, compared with 0.88 for the non-disadvantaged. A disadvantaged pupil at Longsands was almost 2.5 times more likely to receive a reset classroom sending referral. This gap has widened in comparison to 21/22. During the academic year 2022-23, the suspension rate for a disadvantaged pupil was 18.5% of the cohort, compared to a non-disadvantaged pupil suspension rate of 6%. A disadvantaged pupil at Longsands was <u>therefore</u> 3 times more likely to receive an suspension compared to their non-disadvantaged counterparts.
3	Attainment of disadvantaged pupils needs to improve. Year 11 examination results for academic year 2022-23 indicated that the average <u>attainment 8</u> target for attainment 8 of non-disadvantaged pupils was 56.24 and the actual average achieved was 51.35, a gap of -4.89. For the disadvantaged pupil, the average target achievement 8 was 45.69 and the actual average achieved was 37.5, a gap of -8.19, and a gap of 13.85 compared to non-disadvantaged pupils.
4	Our assessments (including wellbeing 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 concerns <u>about over catching up lost learning, g and pressure learning, pressure from exams and worries about next steps/future steps. Future</u> prospects. These challenges <u>particularly are particularly in evidence with affect</u> disadvantaged pupils <u>, including their attainment.</u>

10/24 students (41%) are on AP for anxiety/SEMH, disadvantaged students are proportionally overrepresented for the cohort size.

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 attendance for disadvantaged pupils from 89.85% to 96.5%. <u>Reduce disadvantaged pupils who are persistently absent and ensure figures are in line with their peers.</u>	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reducedremoved. So that <u>disadvantaged pupils attendance is on a par with their peers.</u> by 4%. <p>The percentage gap of all disadvantaged pupils who are persistently absent being within 2% of their non-disadvantaged peers.</p>
To diminish the number of after school detentions, reset classroom events and exclusion gaps to equal the non-disadvantaged pupils.	Weekly reports on exclusion data will trigger support work by the pastoral team, behaviour manager and TFTF. Specific pupils to receive mentoring to help reduce after school detention/reset classroom sending referrals /exclusion rates. The efficacy of any such behaviour interventions/programmes will be measured weekly and every half term through half-termly behaviour analysis of the cohort.
Improved attainment outcomes for disadvantaged pupils to bring them in line with target grades.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> an average Attainment 8 score of at least 4.0 an EBacc attainment 8 grade of at least 4.0 at least 40% passing GCSE maths at grade 5 or above <p>Each PR drop will be analysed for attainment progress against target grade for all disadvantaged pupils. HoDs will be asked to produce this analysis for their department and recommend strategies to support individual pupils. In addition, pupils with the greatest attainment gaps will be offered extra support to help them to narrow it.</p> <p>Finally, all intervention and lesson 6 attendance data will be monitored to ensure that disadvantaged students are making good use of this opportunity.</p>
Improved access to enrichment activities for disadvantaged pupils, leading to improved outcomes and a broader cultural literacy.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <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.

Commented [CC1]: What figure are we trying to achieve in terms of PA?

Commented [CC2R1]: @Kelly Baker (Longsands) what is the target for PA reduction this year?

Commented [3R1]: 23-24 target for PA is 15% for whole school and 20% for PP

Commented [CC4]: What are the current PA figures for DA students for 21-22, 22-23 - what has been the pattern?

Commented [K(5R4): 21-22 PA for PP was 45.1%, 40.4% for 22-23 and currently 40.2% for 23-24. 38.9% of the pp cohort are PA but 14.4% of this is for AP or Medical reasons.

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Commented [CC6]: @Tom Smy (Staff - Longsands Academy) I am very concerned by this - as if we have a very able cohort then we are limiting their attainment. Should all achieve their FFT20 target

Commented [CC7]: @Tom Smy (Staff - Longsands Academy) Is this new as it hasn't been happening and at PR points we don't have data on PP progress do we?

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: **£40,105**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching e.g. Training and resources for staff, textbooks and equipment	<p>In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>In the EEF Attainment Gap 2017 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</p> <p>https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools– Dfe May 2018, Quality First teaching (including training and the deployment and training of additional adults) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing literature which draws strong links between the attainment of disadvantaged pupils and their access to high quality teaching (Ofsted, 2013; Macleod et al., 2015; Demie and Maclean, 2015).</p> <p>https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils</p>	1 2 3

	<p>The focus on the seven principles of a Longsands lesson and the curriculum re-design that proceeded it, has already lead to an overall improvement in attainment across the academy. The use of quality textbooks and knowledge organisers will help to narrow the gap between the disadvantaged and non-disadvantaged students.</p>	
Staff training on high quality feedback	<p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>All department areas have invested time in incorporating feedback into their curriculum and when this has been done effectively, the attainment of disadvantaged pupils has improved. This is a curriculum area that has demonstrated a strong degree of varied feedback. Use of visualisers helps model good practice and feedback through group marking and use of means of participation TLAC techniques informs the teacher, allowing for adaptive teaching.</p>	
CPD for Teaching Assistants	<p>In the EEF Attainment Gap 2017 report, it states that trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools— Dfe May 2018, Quality First teaching (including training and the deployment and training of additional adults) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing literature which draws strong links between the attainment of disadvantaged pupils and their access to high quality teaching (Ofsted, 2013; Macleod et al., 2015; Demie and Maclean, 2015).</p> <p>https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils</p>	

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

Budgeted cost: **£181,177**

Period 6 Maths – Catch up Science – Catch up Optional subjects – Catch up	<p>The EEF has researched Catch up Numeracy and found this to have a positive impact on outcomes. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy/</p> <p>Evidenced that extending the school times makes a positive impact on academic outcomes. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</p> <p>Departmental clinics last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content, these run at lunch times and after school. Adopting a more formalised set of period 6 lessons and pm registration intervention groups for year 11 students will ensure even better coverage of the disadvantaged pupils (as well as the non-disadvantaged).</p>	3
Fresh Start	<p>Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.</p>	1 2 3

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start	
Small group interventions / 1:1 – dedicated Maths TA, to support numeracy.	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.</p> <p>Departmental clinics last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content. Adopting a more formalised set of sessions will ensure even better coverage of the disadvantaged pupils (as well as the non-disadvantaged).</p>	3
Small group interventions / 1:1 - phonics teacher to support literacy and the Scholars Programme	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf</p> <p>For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective - https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>Daily reading during a dedicated tutor time in the afternoon, where the teacher reads to the class has been introduced this year to assist students improve their reading age, by being able to hear the pronunciation of words, and use of grammar. The aim is for students to be exposed to 10,000</p>	3

	<p>words a day. At Longsands 30% of students are below their reading age in year 7, 35% of year 8 and 44% of year 9. Fix It intervention will further support small groups of students who have fallen behind their reading age.</p> <p>The Brilliant club, led by The Scholars Programme give students in small cohorts (14 pupils) the chance to work with a PhD student to produce an extended piece of analytical writing. The experience of working with PhD students and producing the extended writing both develops the literacy skills of students and also raised aspirations. The graduation ceremony is pivotal in this feeling of achievement and aspiration.</p> <p>Departmental clinics last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content. Adopting a more formalised set of sessions will ensure even better coverage of the disadvantaged pupils (as well as the non-disadvantaged).</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£168085**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring attendance (e.g. targeted mentoring around attendance for PPI pupils and regular monitoring of attendance with contact home if needed)	<p>External evidence:</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils –</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>Students who have a good or excellent attendance on average make far higher levels of progress throughout the academic year.</p>	1 3
SEMH – Behaviour & Thrive (e.g.	<p>External evidence:</p>	1 2

<p>targeted behaviour intervention for identified students who have a disproportionately high number of C2/C3 detentions and/or who have a high exclusion rate. Use the behaviour manager to engage with parents and students as part of their intervention.</p> <p>TFTF mentoring sessions throughout the academic year.</p>	<p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. TFTF sessions cover SEMH/resilience and behaviour in year groups 7 – 10.</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The Thrive approach has been researched and evidenced to make a positive impact. For more information see; https://www.thriveapproach.com/</p>	3
<p>Breakfast Club – A calm, safe, pre-school space for all pupils to have a free breakfast to help them start their day, the right way.</p>	<p>External evidence:</p> <p>Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils, particularly in Year 7, that this will also be beneficial at secondary: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-break-fast#closeNav</p> <p>We have been running a breakfast club at Longsands for a number of years now and it is popular with students and in student voice conversations it is warmly welcomed by those students who make use of it. There is plenty of evidence to affirm that breakfast can help to provide energy for learning.</p>	1 2 3 4
<p>Nurture Style Approaches and Groups - LGBTQ+ Groups</p>	<p>External evidence:</p> <p>Research from the EEF suggests that interventions which target social and emotional learning have an iden-</p>	1 2 3 4

and TTF sessions.	<p>tifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>Longsands has run an LGBTQ+ group for several years now and has a diverse LGBTQ community. Poor attendance and outcomes for LGBT youth can be disproportionately high and creating a feeling of acceptance has provided comfort to a number of our students and made our community as more inclusive one as a result.</p> <p>Think for the Future (TTF) has been running mentoring groups in 'creating a positive mindset', 'raising aspirations' and 'challenging behaviour'.</p> <p>https://www.thinkforthefuture.co.uk</p>	
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Total budgeted cost: £389,397

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Intended outcome	Success criteria
Improved attendance for disadvantaged pupils from 89.85% to 95%.	<p>21/22 -PP Attendance was 82.4%, 22/23 attendance improved to 87.3%. At this point last year PP attend was 85%, we are currently on 87.4%, there needs to be greater improvement in pupil premium students attending school and being in lessons.</p> <p>We have introduced Routine Attendance Check In forms (RAC). The intention is to gather student voice and create a whole school approach towards attendance. Form tutors are expected to complete 1 RAC form each week. The forms are then reviewed with HOY and SSO in attendance meetings and actions are agreed.</p> <p>Since introducing the forms there has been lots of positive impact ranging from safeguarding disclosures from students, tutors making calls to parents with concerns, students going on punctuality reports or being invited to breakfast club, students being offered support through homework club and young carers identified to overcome barriers that have been identified.</p> <p>Attendance Support Plans have been set up this half term for keyworkers to complete with PP students whose attendance has dropped between 93-95% to prevent them becoming PA. We want to work with vulnerable students to identify barriers that are preventing them from attending school to then implement actions and changes to remove barriers and increase attendance. This intervention is swift to ensure that any barrier is removed quickly and effectively.</p> <p>To reduce the gap between disadvantaged students we are offering rewards for individual students who have improved attendance. Year 11 must have 92% attendance or above to be eligible to attend Prom and other year teams are offering reward trips that combine attendance and behaviour.</p>
To diminish the number of after school detentions, reset classroom events and exclusion gaps to equal the non-disadvantaged pupils.	<p>The gap between disadvantaged and non-disadvantaged has not closed, with disadvantaged students still receiving disproportionately more of the behaviour sanctions compared to non-disadvantaged students in 22/23.</p> <p><u>Afterschool Detention</u></p>

	<p>PP students received 40.3% of the total number of afterschool detentions in 2021/2022 and 39% of afterschool detentions in 2022/2023. The highest number of sanctions for the 2022/2023 was lateness to lesson, missed home learning and disruption to learning. PP students received 41% of the disruption to learning afterschool detentions in both 2021/2022 and 2022/2023. PP students received 34% of lateness to lesson in 2021/2022 and 32% of the lateness to academy/lesson afterschool detentions in 2022/2023. PP students received 40% of missed home learning in 2021/2022. There was a slight increase to 42% of missed home learning in 2022/2023.</p> <p><u>Reset Classroom Referrals</u></p> <p>PP students received 51% of the total number of reset classroom referrals in 2021/2022 and 50% in 2022/2023. The highest number of reset sanctions have been issued across the school for refusal to follow instructions (36%), missed detentions (21%) and physical violence (11%). PP students received 58% of the missed detention sanctions in 2021/2022 and 57% in 2022/2023. PP students received 50% of the refusal to follow instructions in 2021/2022 and 2022/2023. PP students received 38% of physical violence sanctions in 2021/2022 and this increased to 45% in 2022/2023</p>
Improved attainment outcomes for disadvantaged pupils to bring them in line with target grades.	<p>This year's grade boundaries are more reflective of those pre-covid, making a comparison with 2019 more appropriate.</p> <p>For 2023, the Progress 8 score for our disadvantaged pupils was -0.6, a decrease of 0.21 from -0.39 in 2022, and lower than the -0.42 achieved by disadvantaged students in 2019. For Attainment 8, the score for disadvantaged students was 37.50 exceeding the national average of 34.9, but was down from our score of 39.95 in 2022. It was however, up on the 36.76 in 2019.</p> <p>The national average gap between disadvantaged and non-disadvantaged students for attainment 8 was 15.3. For Progress 8, the national average gap was 0.9 (-0.73 Dis., 0.17 Non-Dis.), ours was -0.93 (-0.6 Dis., 0.33 Non-Dis). Whilst our disadvantaged students made more progress, the gap was marginally wider than national average as our non-disadvantaged students also performed better,</p> <p>Disadvantaged students at Longsands Academy performed better at attainment 8 than the national average, although there is still much progress to be made as the gap follows the national trend of widening between disadvantaged and on-disadvantaged.</p> <p>It is noted that the highest performing student of 2022/23 was a disadvantaged student, who achieved A8 – 8.25, SPI – 3.10, so whilst there is still progress to be made, there are success stories as well.</p>
Improved access to enrichment activities for disadvantaged pupils, leading to improved outcomes	<p>In 2022/23 71.1% of the disadvantaged cohort accessed enrichment activities, marginally lower than non-disadvantaged at 74.4%. Only 27.4% of students accessed a school trip, which is relatively low, but only 29.6% of the whole cohort accessed a school trip.</p>

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and a broader cultural literacy.	The aim for 2023/24 will be improve on both figures, offering pupil premium students a greater number of opportunities, and to use their student voice to identify what they would like to experience through after school clubs and support with this.
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Externally provided programmes

Programme	Provider
Fresh Start	Read/Write Inc
TFTF	Think for the Future
The Scholars Programme	The Brilliant Club

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. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- utilising support from our local [Mental Health Support Team, student services and TTFE](#).
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF'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 implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.