



# Long Field Academy

## Pupil Premium Strategy Statement 2017/18

Summary information:					
Current academic Year	2017/18	Total PP budget	£118,065	Date of most recent PP review	July 2017
Total number of students	566	Number of students eligible of PP funding	149	Next review of this strategy	January 2018

Current attainment and Progress (Year 11 2017 leavers)				
	Final result 2016 students eligible for pupil premium	Final result 2016 students not eligible	Final result 2017 students eligible for pupil premium	Final results students not eligible for pupil premium
Basics English and Maths 9-4	52%	65%	50%	57%
EBACC subjects (standard)	7%	29%	25%	29%
Progress 8	-0.93	-0.44	-0.13	0.097

Barriers to future attainment for those eligible for Pupil Premium	
1	The removal of levels at KS2 highlighted an increased number of PP Low Prior Attainment (45%) now working towards the national level in Literacy which could impact on accelerated learning during KS3 and progress in KS4 unless ameliorated in KS3
2	High ability disadvantaged students make less progress at KS3 than those that are not disadvantaged, preventing sustained levels of progress in KS4 due to a lack of challenge.
3	Disadvantaged students have a low level of self-esteem with an 'I can't do attitude' which impacts on their aspirations to achieve well.

4	To many disadvantaged students are persistently absent, impacting on their attainment and progress

Outcomes		
Priority	Strategy	Outcome/impact
Priority 1	Good or accelerated rates of progress in Literacy for LPA PP students in KS3	LPA students eligible for pupil premium in Year 7 as identified by KS2 raw scores make good and accelerated progress in Literacy. This will be evidenced by twice yearly ARTI tests.
Priority 2	Improved rates of progress across KS3 for HPA students eligible for PP	Students eligible for PP identified as HPA from KS2 raw scores make as much progress as 'other' students identified as HPA, across Key Stage 3, which will impact on accelerated progress in KS4. Where a student is not making good progress, intervention beyond Wave 1 introduced and monitored by LPA & Literacy co-ordinator will show accelerated progress
Priority 3	All students eligible for PP are confident learners with a high level of aspiration to succeed at school and beyond	'I can't do it yet' becomes fully embedded using Growth Mind set strategies as a whole school ethos. Monitored by the Teaching & Learning Group lead by SEB. Evidenced by green pen feedback and the use of PLC's.
Priority 4	All students eligible for PP attend school regularly	Reduce the number of persistent absentees among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves to 95% or above in line with 'other' pupils.

Planned expenditure 2017 2018					
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					
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?

Improve the quality of teaching by increasing the level of personalisation with smaller class sizes	Reduce class sizes by employing supernumerary teachers and teaching assistants	EEF research evidences that this can impact positively on progress by 3+ months by deploying staff effectively, allowing greater emphasis on personalised learning strategies	Monitored by Learning walks, classroom observations and book scrutiny evidence quality first teaching embedded with disadvantaged first strategies	SM SB	January 2018
£20,000					
Disadvantaged students make good and accelerated progress in line with 'others' nationally	Quality first teaching for all embedded by Disadvantaged first strategies. Staff training through the teaching and learning group and CPD on high level questioning targeting disadvantaged students by introducing disadvantaged 1 <sup>st</sup> . Staff training on high quality feedback targeting disadvantaged students	Evidence from the Education Endowment Policy shows that Quality of teaching has the greatest impact on attainment and progress.  EEF reports that effective feedback particularly in English and maths can accelerate progress by 9+ months	Classroom observations and learning walks will evidence disadvantaged first strategies are now embedded. Data tracking will show good progress from those eligible for PP	SM SB	January 2018
£1,000					
Early identification of under achievers using rigorously analysed data is addressed by putting in early	Following each data drop, rigorous data tracking leads to communication with faculties to ensure	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs	Analysis of each data drop.	SM CD's	Each data drop (6 yearly)

interventions using WAVES	early identification of underachievers with strategies put in place to raise attainment and progress within the classroom with impact measured from each data drop and moved between waves of interventions	can be effective. Rigorous data tracking allows early identification of underachievers	Rag rated diagrams showing those that are or not on trajectory.		
£4,000					
Improved Progress for High Ability Students	Disadvantaged first strategies are introduced through CPD via Teaching and Learning Group HPA disadvantaged students are tracked as a focus group and targeted for early intervention using the WAVES system	Not all High ability disadvantaged students are making expected progress in Maths and EBACC subjects. Additional tracking is required to ensure early identification. Recent research by Sutton Trust has established that Disadvantaged HPA make on average half a grade less than those that are not disadvantaged	Increased progress becomes evident during ongoing data analysis.  Learning walks and observations evidence that strategies are being used effectively.	SM CD's	January 2018
£5,000					
Growth mind set is fully embedded as a whole school ethos	Introduce meta-cognitive learning strategies through CPD and staff training	Research by EPPSE showed that only 27% of disadvantaged students aspired to attend University.	CPD training delivered via Teaching and Learning group, evaluated through teacher feedback and	SM SB T&L group	January 2018

		Those that develop a Growth Mind-set are more resilient and have increased self-esteem leading to being aspirational with a positive attitude to learning. EEF reports that by using meta-cognitive strategies escalates progress by 8 months	discussed by the T&L groups to discuss next steps. Classroom observations 1:1 interviews with disadvantaged students Learning walks Monitoring by T&L group		
					£1,000
<b>Total Teaching and Learning cost</b>					<b>£31,000</b>
<b>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>
Early identification of underachievers with targeted support in place to accelerate progress in KS4 (Wave 2 and 3)	Interventions in place following early identification of all underachievers for core subjects using specialist staff in or out of the classroom using data tracking and PLC's	Research from EEF toolkit highlighted small group interventions by highly qualified staff was effective in increasing attainment levels and progress.  After school programmes measure	Learning walks that include small group interventions Registers of attendance Data analysis Evidence using PLC's identifying learning gaps has decreased.	SM CHA CD's	Per data drop

		high on academic progress			
					£30,500
Early identification of underachievers with targeted support in place to accelerate progress in KS3 with a focus on Wave 2 & 3	Small group interventions for all under achievers with specialist staff using evidence from data tracking, PLC's and KS2 data during House time	Research from EEF toolkit highlighted small group interventions by highly qualified staff was effective in increasing attainment levels and progress.	Starting and ending progress checks including KS2 data. Data analysis showing good or accelerated progress Evidence using PLC's shows a decrease in learning gaps.	SM	Half termly
					£1,000
Improved Year 7 Literacy Progress (A)	Small group peer reading intervention which includes reciprocal reading strategy	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Data tracking of students to show impact of the programme using reading age raw scores. Twice Yearly ARTi tests TA CPD to support these students with the strategy. Time table organised to allow Planning and preparation time allowed to ensure effective planning	SM RF EB	Half termly
					£1,500
Improved Year 7 Literacy Progress (B)	Small group literacy groups that include spelling interventions using Single Word Spelling Test.	Some of the students need targeted literacy support to catch up. Research from EEF toolkit highlighted	Beginning and end progress checks shows impact of the intervention. Twice yearly ARTi tests wil	SM RF	Half termly

	Handwriting interventions that includes basic literacy skills	small group interventions by highly qualified staff was effective in increasing attainment levels and progress.	show progress over time. Time table is organised to allow planning and preparation time to ensure effective planning		
					£500
Improved Literacy Skills for KS4 students	Small group literacy groups with Kirstie Tompson includes basic literacy skills such as punctuation, sentence and paragraph sentence as identified as a barrier for gaining expected levels in English	Some students, identified by Rhea Fallows were consistently dropping points due to poor literacy skills	Learning walks and observations include small group work.  Beginning and end progress checks shows impact of intervention.		
					£3,000
Improved Literacy Skills for KS3 students	Small group literacy groups with Kirstie Thomson includes basic literacy skills such as punctuation, sentence and paragraph sentence as identified as a barrier for gaining expected levels in English	Some students, identified by Rhea Fallows were consistently dropping points due to poor literacy skills	Learning walks and observations include small group work.  Beginning and end progress checks shows impact of intervention.		
					£3,000

Improved progress for Year 11 students and raising Aspirations to achieve	Personalised Timetables that enable all students the opportunity to access a curriculum that achieves 8 qualifications		All disadvantaged students achieve 8 qualifications	CHA	December 2017
					£18,000
Improved progress for Year 11 students by providing out of hours schooling	Provide an Easter school that is facilitated by specialist staff for each curriculum area.  Provide a Saturday maths school facilitated by specialist maths staff.	Research from EEF toolkit highlighted small group interventions by highly qualified staff was effective in increasing attainment levels and progress.	Registers of attendance Data analysis Evidence using PLC's identifying learning gaps has decreased.	CD's SLT	Final Year 11 results
					£1,500
Early identification of underachievers with targeted support in place to accelerate progress in Maths in KS4 (Wave 2 and 3)	Interventions in place following early identification of all underachievers in Maths using specialist staff out of the classroom using data tracking and PLC's	Research from EEF toolkit highlighted small group interventions by highly qualified staff was effective in increasing attainment levels and progress.  Maths results were a key area highlighted by OFSTED	Learning walks that include small group interventions Registers of attendance Data analysis Evidence using PLC's identifying learning gaps has decreased.	SM AC	Per data drop
					£1,500



<b>Total Targeted Support Cost</b>					<b>£62,000</b>
<b>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>
All students eligible for PP attend school regularly (A)	Offer free breakfast club to all disadvantaged students that runs alongside a literacy intervention and homework club. Encouraging students to arrive early	We can't improve attainment for students if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Weekly school report from sims showing attendance data comparing PP with non PP.  Daily absent report from AW with outcome of any intervention.  Monitoring of any PP student under 90% attendance	SM AW	Six monthly
					<b>£3,000</b>
All students eligible for PP attend school regularly (B)	Attendance officer employed for quick response to absences and truancy which includes collection of those refusing to attend	We can't improve attainment for students if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Weekly school report from sims showing attendance data comparing PP with non PP.  Daily absent report from AW with outcome of any intervention.	SM AW	Weekly

			Monitoring of any PP student under 90% attendance		
£6,000					
PP Students become aspirational learners and be eager to learn	Links with local clubs supplementing subs fees such as netball, cheerleading and football raising self-esteem which will impact on attendance	Students become aspirational in the wider community by accessing clubs that may be hard to access without support	Communication with PP students and parents identify that by accessing the club, student's self-esteem and confidence has improved impacting on attendance and attainment	SM	Termly
£1,000					
All students eligible to PP have additional Transitional support	Transitional summer school each summer holiday free of charge for all those eligible to PP	Students are settled and eager to learn on entry.  Communication with primary prior to summer school and observations during summer school will identify barriers to learning that may include social, emotional and behavioural difficulties as well early identification of underachievers	Feedback from students and Feedback from parents following summer school  Successful transition	SM	September 2017
£1,000					

All students eligible for PP are aspirational towards future careers	All students have access to careers interviews from year 10. Those students in Year 9 that are identified as not having a career choice are targeted early. The use of a verified external company	PP students lack aspirations. Research by EPPSE showed that only 27% of disadvantaged students aspired to attend University	No PP students become NEET	SM SR	April 2018
					£3,500
Ensure inclusion/equity for disadvantaged students with regard to curriculum access	Resources/ Uniform and trip support: Uniform/resource stock available with a no question asked policy for those that identify this as a barrier to learning	Remove barriers to learning and increase self-esteem within the disadvantaged cohort	Communication with PP students and parents identify that barriers have been effectively removed. Progress data will show that by removing the barriers to learning progress is good.	SM	Termly
					£10,000
Curriculum areas are suitably equipped to support all disadvantaged students	Allow curriculum areas to bid for resources that have a positive impact on closing the gap.	Remove barriers to learning by providing additional text books and reading books that students can access at school and home	Communication with students and curriculum directors. Progress data shows progress is good or accelerated	SM CD's	
					£10,000
<b>Total Costs for Other Approaches</b>					<b>£34,000</b>

## Review of Expenditure for Academic Year 2016/2017

### 1. Quality of Teaching for all

Desired Outcome	Chosen approach	Was success Criteria met?	Lessons Learnt	Costings
Improve the quality of teaching by increasing the level of personalisation with smaller class sizes	Reduce class sizes by employing supernumerary teachers and teaching assistants	Data has shown that greater personalisation has improved progress but not at an accelerated rate.	Impact needs to show grater progress	£20,000
Disadvantaged students make good and accelerated progress in line with 'others' nationally	Quality first teaching for all embedded by Disadvantaged first strategies. Staff training through the teaching and learning group and CPD on high level questioning targeting disadvantaged students by introducing disadvantaged 1 <sup>st</sup> . Staff training on high quality feedback targeting disadvantaged students	Profile raised within the school which has had a positive effect on progress	CPD to continue and profile to be continually raised as a school priority	£1,000
Early identification of under achievers using rigorously analysed data is addressed by putting in early interventions using WAVES	Following each data drop, rigorous data tracking leads to communication with faculties to ensure early identification of underachievers with strategies put in place to raise attainment and progress within the classroom with impact measured from each data drop and moved	The tracking of data and sharing across each department has meant that each individual was given the targeted support required to increase progress	Targeted support to focus as early as Year 7	£4,000

	between waves of interventions			
Improved Progress for High Ability Students	Disadvantaged first strategies are introduced through CPD via Teaching and Learning Group HPA disadvantaged students are tracked as a focus group and targeted for early intervention using the WAVES system	HPA Year 11 leavers all made exceptional progress, 2 being the schools top performers	Challenging those that are HPA must commence in KS3	£5,000
Growth mind set is fully embedded as a whole school ethos	Introduce meta-cognitive learning strategies through CPD and staff training	Needs to be embedded as a whole school ethos	Focus to remain	£1,000
				<b>£31,000</b>
<b>2. Targeted Support</b>				
Early identification of underachievers with targeted support in place to accelerate progress in KS4 (Wave 2 and 3)	Interventions in place following early identification of all underachievers for core subjects using specialist staff in or out of the classroom using data tracking and PLC's	Those attending intervention showed progress but not at an accelerated rate	Interventions to commence in Year 10	£30,500
Early identification of underachievers with targeted support in place to accelerate progress in KS3 with a focus on Wave 2 & 3	Small group interventions for all under achievers with specialist staff using evidence from data tracking, PLC's and KS2 data during House time	Those attending intervention showed good progress	More emphasis on tracking success will help to improve data next year	£1,000
Improved Year 7 Literacy Progress (A)	Small group peer reading intervention which includes reciprocal reading strategy	Those attending intervention showed good progress	More emphasis on tracking success will help to improve data next year	£1,500

Improved Year 7 Literacy Progress (B)	Small group literacy groups that include spelling interventions using Single Word Spelling Test. Handwriting interventions that includes basic literacy skills	Those attending intervention showed good progress	More emphasis on tracking success will help to improve data next year	£500
Improved Literacy Skills for KS4 students	Small group literacy groups with Kirstie Thompson includes basic literacy skills such as punctuation, sentence and paragraph sentence as identified as a barrier for gaining expected levels in English	Literacy did improve but not at a rate that impacted positively in exams	Identify common mistakes and act upon them earlier.	£3,000
Improved Literacy Skills for KS3 students	Small group literacy groups with Kirstie Thomson includes basic literacy skills such as punctuation, sentence and paragraph sentence as identified as a barrier for gaining expected levels in English	Those attending intervention showed good progress	More emphasis on tracking success will help to improve data next year	£3,000
Improved progress for Year 11 students and raising Aspirations to achieve	Personalised Timetables that enable all students the opportunity to access a curriculum that achieves 8 qualifications	Students not attending main school curriculum made some progress appose to 0 progress	Adjust timetables earlier to ensure students access courses so they are completed within the given time	£18,000
Improved progress for Year 11 students by providing out of hours schooling	Provide an Easter school that is facilitated by specialist staff for each curriculum area.	Those attending intervention showed good progress	More emphasis on tracking success will help to improve data next year	1,500

	Provide a Saturday maths school facilitated by specialist maths staff.			
Early identification of underachievers with targeted support in place to accelerate progress in Maths in KS4 (Wave 2 and 3)	Interventions in place following early identification of all underachievers in Maths using specialist staff out of the classroom using data tracking and PLC's	Those attending intervention showed good progress	More emphasis on tracking success will help to improve data next year	1,500
				<b>£62,000</b>
<b>3. Other Approaches</b>				
All students eligible for PP attend school regularly (A)	Offer free breakfast club to all disadvantaged students that runs alongside a literacy intervention and homework club. Encouraging students to arrive early	Attendance gap has narrowed from 2016 to 2016	More emphasis on 1 <sup>st</sup> day response	£3,000
All students eligible for PP attend school regularly (B)	Attendance officer employed for quick response to absences and truancy which includes collection of those refusing to attend	PA has narrowed from 2016 to 2017	More emphasis on 1 <sup>st</sup> day response	£6,000
PP Students become aspirational learners and be eager to learn	Links with local clubs supplementing subs fees such as netball, cheerleading and football raising self-esteem which will impact on attendance			£1,000
All students eligible to PP have additional Transitional support	Transitional summer school each summer holiday free of	All year 7 settled well		£1,000

	charge for all those eligible to PP			
All students eligible for PP are aspirational towards future careers	All students have access to careers interviews from year 10. Those students in Year 9 that are identified as not having a career choice are targeted early. The use of a verified external company	NEET figure decreasing		£3,500
Ensure inclusion/equity for disadvantaged students with regard to curriculum access	Resources/ Uniform and trip support: Uniform/resource stock available with a no question asked policy for those that identify this as a barrier to learning			£10,000
Curriculum areas are suitably equipped to support all disadvantaged students	Allow curriculum areas to bid for resources that have a positive impact on closing the gap.			£10,000
				<b>£34,000</b>
<b>Total Spend 20162017</b>				<b>£127,000</b>