



Long Field Academy

Pupil Premium Strategy Statement 2019/20

Summary information:					
Current academic Year	2019/2020	Total PP budget	£161,470	Date of most recent PP review	July 2017
Total number of students	720	Number of students eligible of PP funding	185	Next review of this strategy	January 2020

Current attainment and Progress (Year 11 2019 leavers)				
	Final result 2018 students eligible for pupil premium	Final result 2018 students not eligible	Final result 2019 students eligible for pupil premium	Final results students not eligible for pupil premium
Basics English and Maths 9-4	32%	57%	51.9%	64.1%
EBACC subjects (standard)	0%	28%	48.1%	64.1%
Progress 8	-0.339	-0.260	-0.115	0.047

Barriers to future attainment for those eligible for Pupil Premium	
1	Disadvantaged students do not make sufficient progress in English at GCSE level resulting in a poor rate of Grades 5 or above.
2	Disadvantaged students do not make sufficient progress in Maths at GCSE level resulting in a poor rate of Grade 5 or above.
3	Too many disadvantaged students are persistently absent, impacting on their attainment and progress.
4	Too many disadvantaged students have repeat isolations which leads to repeated short term exclusions, impacting on their attainment and progress.

5	An increased number of PP Low Prior Attainment now working towards the national level in Literacy which could impact on accelerated learning during KS3 and progress in KS4 unless ameliorated in KS3.
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Outcomes		
Priority	Outcomes & Impact	Success criteria
Priority 1	Students make good or accelerated progress in English in KS4	Students make good progress in KS4 with a greater percentage gaining 5 or above in line with those that are non-pupil premium nationally. This will be evidenced by end of KS4 data.
Priority 2	Students make good or accelerated progress in Maths in KS4	Students make good progress in KS4 with a greater percentage gaining 5 or above in line with those that are non-pupil premium nationally. This will be evidenced by end of KS4 data.
Priority 3	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.
Priority 4	All students eligible for PP attend school with a positive and engaging attitude	Reduce the number of repeat fixed term exclusions among students eligible for PP, improving attendance and engagement.
Priority 5	Good or accelerated rates of progress in Literacy for LPA PP students in KS3	Students eligible for pupil premium in Year 7, 8 and 9 make good and accelerated progress in Literacy enabling them to achieve well at KS4. This will be evidenced by twice yearly ARTI tests and end of key stage data.

Planned expenditure 2019 2020					
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?
Disadvantaged students make good and accelerated progress in line with 'others' nationally	Quality first teaching for all embedded by Disadvantaged first strategies. (Wave 1)	Evidence from the Education Endowment Policy shows that Quality of	Classroom observations and learning walks will evidence	SM LF	January 2020

	Staff training through CPD on High Quality T&L strategies e.g. principles of instruction, mindset etc... with high quality feedback targeting disadvantaged students first.	teaching has the greatest impact on attainment and progress. EEF reports that effective feedback particularly in English and Maths can accelerate progress by half a GCSE grade	disadvantaged first strategies are now embedded. Data tracking will show good progress from those eligible for PP		
£2,000					
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 between waves of interventions	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective. Rigorous data tracking allows early identification of underachievers	Analysis of each data drop. Rag rated diagrams showing those that are or not on trajectory.	SM CD's	Each data drop
£15,000					
Improved Progress for High Ability Students	Disadvantaged first strategies are introduced through CPD sessions on High Quality Teaching strategies e.g. effective	Not all High ability disadvantaged students are making expected progress at KS4. Additional tracking is required to ensure early	Increased progress becomes evident during ongoing data analysis. Learning walks and observations	SM CD's KB	January 2020

	questioning and modelling. HPA disadvantaged students are tracked as a focus group and targeted for early intervention using the WAVES system.	identification. Research by Sutton Trust established that Disadvantaged HPA make on average half a grade less than those that are not disadvantaged	evidence that strategies are being used effectively.		
£7,000					
Growth mind set is fully embedded as a whole school ethos	Embed meta-cognitive learning strategies through CPD and staff training	Research by EPPSE showed that only 27% of disadvantaged students aspired to attend University. 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 7 months	CPD training delivered, evaluated through teacher feedback and next steps identified. Classroom observations Learning walks Holistic conversations via House Tutor	SM LF	January 2019
£1,000					
Total Teaching and Learning cost					£25,000

Targeted Support					
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?
Early identification of underachievers in English with targeted support in place to accelerate progress in KS4 (Wave 2 and 3)	Interventions in place following early identification of all underachievers in English using specialist staff in or out of the classroom using data tracking. These include; House time and targeted class time and after school	Research from EEF toolkit highlighted small group interventions by highly qualified staff was effective in increasing attainment levels and progress. Extending the school day to include a P6 for interventions is reported to, on average increase progress by 2 additional months	Fortnightly rag meeting Learning walks that include small group interventions Registers of attendance Data analysis Evidence using PLC's identifying learning gaps has decreased.	SM CHA RF LF	Per data drop
£20,000					
Early identification of underachievers in Maths with targeted support in place to accelerate progress in KS4 (Wave 2 and 3)	Interventions in place following early identification of all underachievers in Maths using specialist staff in or out of the classroom using data tracking and PLC's These include; House time and targeted class time and after school	Research from EEF toolkit highlighted small group interventions by highly qualified staff was effective in increasing attainment levels and progress. Extending the school day to include a P6 for interventions is reported to, on average increase	Fortnightly Rag Meetings Learning walks that include small group interventions Registers of attendance Data analysis Evidence using PLC's identifying learning gaps has decreased.	SM CHA AC LF	Per data drop

		progress by 2 additional months			
£20,000					
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 in non core subjects using specialist staff in or out of the classroom using data tracking and PLC's These include; House time and targeted class time and after school	Research from EEF toolkit highlighted small group interventions by highly qualified staff was effective in increasing attainment levels and progress. Extending the school day to include a P6 for interventions is reported to, on average increase progress by 2 additional months	Fortnightly Rag Meeting 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 LF	Per data drop
£10,000					
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 underachievers 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 RF	Half Termly
£5,000					
Improved Year 7 Literacy Progress (A)	Small group peer reading intervention which includes reciprocal reading and Peer reading strategy	EEF toolkit states that small group interventions such as reading comprehension can	Data tracking of students to show impact of the programme using reading age raw	SM RF	Half Termly

		add an additional 6 months progress when tailored to individual needs	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		
					£2,000
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	Some of the students need targeted literacy support to catch up.	Beginning and end progress checks shows impact of the intervention. Twice yearly ARTI tests will show progress over time. Time table is organised to allow planning and preparation time to ensure effective planning	RF SM	
					£2,000
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	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.	RF SM	

	for gaining expected levels in English				
					£2,000
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	EEF suggests that low aspiration is the gap between aspiration and knowledge skills. Personalised timetables, build self esteem and in turn raise aspirations in a students	All disadvantaged students achieve 8 qualifications	CHA + Careers lead	January 2020
					£20,000
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. Extension of the school day can increase progress by 2 months	Registers of attendance Data analysis Evidence using PLC's identifying learning gaps has decreased.	CD's SLT	Final Year 11 results
					£2,000
Total Targeted Support Cost					£83,000

Other Approaches						
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?	
All students eligible for PP attend school regularly (A)	Offer positive incentive awards to those that do attend regularly in order to encourage those that may not attend regularly	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.	Half termly attendance data showing those that have over 97% attendance	SM FH	Half Termly	
All students eligible for PP attend school regularly (B)	Encourage that do not attend regularly by offering an reward system		Fortnightly attendance meetings with HOH AW	HOH FH	Fortnightly	
All students eligible for PP attend school regularly (C)	Offer free breakfast club to all disadvantaged students that runs alongside a literacy intervention and homework club. Encouraging students to arrive early		Weekly school report from sims showing attendance data comparing PP with non PP.	Daily absent report from AW with outcome of any intervention.	SM FH	Six monthly
All students eligible for PP attend school regularly (D)	Attendance officer employed for quick response to absences and truancy which includes collection of those refusing to attend		Monitoring of any PP student under 90% attendance Weekly school report from sims showing attendance data comparing PP with non PP.	SM FH	Weekly	
					£15,000	

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. Evidence from EEF suggests that those that attend summer school make approximately 2 additional months progress	Feedback from students and Feedback from parents following summer school Successful transition	SM	September 2018
£1,500					
All students that are eligible for PP behave well with a positive attitude to learning (A)	Students that are identified at problematic are intervened with early and placed on a Positive behaviour report for constant monitoring	EEF states that evidence suggests that behaviour interventions produce improvements in academic performance.	Behaviour data shows a decline in detentions, isolation and exclusions	HOH	Fortnightly
£500					
All students that are eligible for PP behave well with a positive attitude to learning (B)	Incentive schemes support those students that do not always display positive behaviour in lessons by using the Key to Success initiative	Impact of the above is larger when interventions target specific students with particular needs or behaviour issues	Behaviour data shows a decline in detentions, isolation and exclusions	HOH	Fortnightly
£1,000					
All students that are eligible for PP behave well with a positive attitude to learning (C)	Students are encouraged to consistently behave well by being rewarded by the House Points system,		Behaviour data shows a decline in detentions, isolation and exclusions	HOH	Fortnightly

	HOH incentives, Wispa incentives and rewards trips					
						£1,000
Raise Aspirations for PP pupils linked to future opportunities.	<p>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.</p> <p>Curriculum designed to ensure cultural capital opportunities.</p> <p>Ensuring successful implementation of Gatsby Benchmarks through tools such Unifrog.</p>	PP students lack aspirations. Research by EPPSE showed that only 27% of disadvantaged students aspired to attend University	No PP students become NEET	SM Careers Lead	April 2020	
						£4,000
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	

£20,000					
Curriculum areas are suitably equipped and designed to support all disadvantaged students	Allow curriculum areas to bid for resources that have a positive impact on closing the gap. Curriculum designed to ensure DP students have the same opportunities and access within all curriculum areas.	Remove barriers to learning by providing additional text books and reading books that students can access at school and home Remove internal barriers to learning.	Communication with students and curriculum directors. Progress data shows progress is good or accelerated Curriculum intent SOW review Learning walks Student voice	SM LF CD's	Annually
£10,000					
Total Costs for Other Approaches					
£53,000					

Review of Expenditure for Academic Year 2018/2019				
1. Quality of Teaching for all				
Desired Outcome	Chosen approach	Was success Criteria met?	Lessons Learnt	Costings
Disadvantaged students make good and accelerated progress in line with 'others' nationally	Quality first teaching for all embedded by Disadvantaged first strategies. (Wave 1) Staff training through the teaching and learning group and CPD on high level questioning targeting disadvantaged students, with high quality	Disadvantaged 1 st continues to be effective Effective feedback continues to be a strong area Questioning is improving	CPD has been effective. New T&L already having a good impact and CPD continues to be high on the agenda for improving outcomes for all.	6,000

	feedback targeting disadvantaged students first			
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 between waves of interventions	Rag meetings worked well to identify those underachievers. Trust intervention workers employed to support those that were underachieving	Rag meetings do not always fit with Disadvantaged 1 st as priority give to those that are borderline but this is being corrected for 2019/2020	10,000
Improved Progress for High Ability Students	Disadvantaged first strategies are introduced through CPD via Teaching and Learning Group	Tracking of HPA DS continues to help improve the outcomes for this group	Needs to show greater impact for KS4	5,000
Growth mind set is fully embedded as a whole school ethos	Introduce meta-cognitive learning strategies through CPD and staff training	Still not fully embedded	Re-visit CPD to ensure all staff are fully on board	1,000
				£22,000
2. Targeted Support				
Desired Outcome	Chosen approach	Was success Criteria met?	Lessons Learnt	Costings
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	Targeted support worked well following rag meetings and introduction of trust intervention workers.	More emphasis on those that are under achieving below the border line 4+ 5+ 7+	35,000

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	Data tracking showed some progress	More emphasis on those that are under achieving below the border line 4+ 5+ 7+	1,500
Early identification of underachievers with targeted support in place to accelerate progress in KS4	Interventions in place following early identification of all underachievers in non core subjects using specialist staff in or out of the classroom using data tracking and PLC's	Targeted support worked well following rag meetings and introduction of trust intervention workers.	More emphasis on those that are under achieving below the border line 4+ 5+ 7+	1,500
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 underachievers with specialist staff using evidence from data tracking, PLC's and KS2 data during House time	Data tracking showed a positive trend with the targeted students	Targeted support to be given at the start of trend to ensure continued trend throughout the year	£3,500
Improved Year 7 Literacy Progress (A)	Small group peer reading intervention which includes reciprocal reading strategy		Good impact but greater emphasis required on the different strands of Literacy to ensure skills are transferable throughout KS3 and KS4 as a whole school strategy	
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			
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			
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	Those that were at risk of not achieving well at GCSE were moved on to BTEC/NCFE quals	This was a successful intervention	21.000
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.	Easter school was attended well. This was extended to Half term school		1,000
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	Heckerty maths was introduced with all students being monitored and showed good progress	Ensure that all students have log in at the start of Year 11	£1,500
				£65,000
3. Other Approaches				
Desired Outcome	Chosen approach	Was success Criteria met?	Lessons Learnt	Costings
All students eligible for PP attend school regularly (A)	Offer positive incentive awards to those that do attend regularly in order to encourage those that may not attend regularly	Good impact shown with a reduction of PA	New attendance officer employed with greater emphasis on improving PA for disadvantaged. HOH to ensure tutors are monitoring with greater effect.	2,000
All students eligible for PP attend school regularly (B)	Encourage that do not attend regularly by offering an reward system			

All students eligible for PP attend school regularly (C)	Offer free breakfast club to all disadvantaged students that runs alongside a literacy intervention and homework club. Encouraging students to arrive early	Attended well	Not enough impact on punctuality. Target those who do not always attend on time.	6,000
All students eligible for PP attend school regularly (D)	Attendance officer employed for quick response to absences and truancy which includes collection of those refusing to attend	Good impact shown with few repeats when students are visited		4,000
All students eligible to PP have additional Transitional support	Transitional summer school each summer holiday free of charge for all those eligible to PP	Attended well and impacted on the settling period positively		1,000
All students that are eligible for PP behave well with a positive attitude to learning (A)	Students that are identified at problematic are intervened with early and placed on a Positive behaviour report for constant monitoring	Incentive schemes worked well with a large percentage improving following the monitoring	HOH to take greater responsibility when monitoring those that require intervention and have a better overview of how the incentive is progressing	1,500
All students that are eligible for PP behave well with a positive attitude to learning (B)	Incentive schemes support those students that do not always display positive behaviour in lessons by using the Key to Success initiative			
All students that are eligible for PP behave well with a positive attitude to learning (C)	Students are encouraged to consistently behave well by being rewarded by the House Points system, HOH incentives, Wispa incentives and rewards trips			
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			3,500

	having a career choice are targeted early.			
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	Barriers to learning removed		8,500
Total Costs for Other Approaches				£26.500