



**LONG FIELD
SPENCER ACADEMY**

Long Field Spencer Academy

Pupil Premium Strategy Statement Three-Year Strategy (2021-2024)

September 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school. Throughout this document, our students who receive pupil premium funding are referred to as disadvantaged pupils.

Pupil Premium Lead: Sam Rowbotham

Sharon Maloney

Governor Lead: Debi Williamson

Principal: Christopher Haggett

School overview

Detail	Data
School name	Long Field Academy
Number of pupils in school (2021)	828
Number of Disadvantaged students	193
Proportion (%) of pupil premium eligible pupils	23.3%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Sam Rowbotham
Pupil premium lead	Sam Rowbotham Sharon Maloney
Governor / Trustee lead	Debi Williamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,165
Recovery premium funding allocation this academic year	£28,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218,295

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy aims to reduce the variation between disadvantaged and non-disadvantaged pupils at Long Field Spencer Academy. The strategy aims to increase the engagement of our disadvantaged students in all aspects of school life, ensuring they have high attendance and low detention, isolation and exclusion rate.

Our strategy aims to eliminate some of the challenges that our disadvantaged students face including new challenges which have arisen due to COVID-19.

We believe that high quality teaching and learning is the most effective strategy for improving the outcomes for disadvantaged students. Alongside high-quality teaching, we will implement research-based strategies to close the attainment gap.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Continuing to close the attainment gap between PP and non-PP students in English.
2	Continuing to close the attainment gap between PP and non-PP students in Maths.
3	Improving the attendance of disadvantaged students to reduce persistent absentees.
4	Decrease the number of repeat hostings, isolations and short-term exclusions of disadvantaged students, which impacts on their attainment and progress.
5	Improving the literacy levels of lower prior attainers.
6	Continue closing the attainment gap between disadvantaged and non-disadvantaged across all KS4 subjects.
7	Engaging disadvantaged students fully with the curriculum and extra-curricular activities.
8	Improving the experiences that disadvantaged students have access to throughout school. This will help to increase the number of schemas teachers can build upon in lessons and close the attainment gap.
9	Use the recovery premium effectively to reduce the impact of COVID-19 on disadvantaged students.
10	Increase the number of disadvantaged student entered for the EBacc qualification.

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
Reduce the variation between disadvantaged and non-disadvantaged pupils in Year 11.	Year 11 disadvantaged students achieve FFT20 target grades.
Improve progress of disadvantaged students through behaviour and academic support.	Reduction in behaviour incidents of disadvantaged students throughout the year.
Increase the engagement of disadvantaged students in Year 7-10 in all areas of school life.	More disadvantaged students are taking part in extra-curricular activities, trips and positive rewards.
Early identification of key disadvantaged students who are of concern.	Tracking of disadvantaged students allows effective intervention to be put in place. Intervention shown to reduce repeat detentions, isolation, and exclusions.
Raise the profile of disadvantaged pupils across the school.	Staff can easily identify the disadvantaged student in their class as well as those attending their faculty extra-curricular clubs and are implementing the disadvantaged first policy effectively.
Close the attainment gap for those students who qualify for pupil premium funding and who are higher prior attainers.	Year 11 disadvantaged students who are higher prior attainers achieve FFT20 target grades.
Continue to improve the attendance of disadvantaged students.	Lower number of persistent absentees which are disadvantages and higher average percentage attendance.
Increase the number of disadvantaged students entering EBacc towards national levels (27.5% in 2019) in line with government ambitions.	Higher percentage of disadvantaged students entered for EBacc compared to 2021 (15.0%)

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: £ 124,650

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
Reducing class sizes through recruitment of additional teaching staff	Evidence from the EEF shows that reducing class size can provide +2 months additional progress.	1, 2, 5, 6	£20,000
Literacy Co-Ordinator Intervention	The EEF shows that literacy interventions can have very high impact including reading comprehension (+6 months), oral language interventions (+6 months and phonics (+5 months).	5	£4500
Increasing support in lessons through teaching assistants	EEF shows that teaching assistant interventions provide moderate impact for moderate cost. This can provide +4 months additional progress.	1, 2, 4, 5, 6	£62,250
Employing a family support worker	We can't improve attainment for students if they aren't attending school. The family support worker can identify issues of attendance earlier and work to resolve any issues.	3	£20,000
Gardening Tutor	Expanding the curriculum for our disadvantaged students allows them to explore more potential career pathways and engage them in hands-on learning. This will increase engagement in the curriculum.	7	£1850
Mechanics Tutor			£12050
ITT and ECT Programme	A high-quality ITT and NQT programme allow the school to recruit and train the most aspirational staff to work with our disadvantaged students, improving their experience of education.	1, 2, 6	£0
Appointment of Associate Leader with focus on Disadvantaged students.	Appointing an associate leader to oversee the progress of disadvantaged students and track their engagement across the school will directly benefit disadvantaged students at the school and allow interventions to be put into place more effectively.	1, 2, 4, 7	£4000

<p>Easter School and Half term revision programme staffed by subject leaders.</p>	<p>EEF shows that extending school time and summer schools can have moderate impact for moderate cost.</p> <p>The timing of this intervention is crucial to Year 11 and the highest impact can be had before exams.</p> <p>This can provide +3 months additional progress.</p>	<p>1, 2, 6</p>	<p>£0</p>
---	--	----------------	-----------

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

Budgeted cost: £64,900

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
Small group tuition with English tutors at KS4.	Evidence provided by the EEF shows that small group tuition has a moderate impact for a low cost. This can provide +4 months additional progress.	1, 5, 6	£21,500
Small group tuition with Maths tutors at KS4.		2, 6	£12,000
Introduction of Reading Plus for key students.	EEF shows that reading comprehension strategies have a very high impact for very relatively low cost. This can provide +6 months additional progress.	1, 5	£13,000
Introduction of paired reading for identified students with high ability Year 10 students.	EEF shows that oral language interventions can have a very high impact for a very low cost. This can provide +6 months additional progress.	1, 5	£2,500
Introduction of Tassomai for Science	Homework tools which are effectively implemented can have a high impact for a very low cost. Online learning software can provide an easily accessible homework, which provides immediate feedback to students. The EEF shows that this can provide +5 months additional progress.	6	£4,000
Hegarty Maths		2, 6	Trust bought
Everlearner		6	£1200
Vocab Express		6, 10	£300
Teach-ICT.com		6	£150
Academic mentoring and bespoke Initiatives	Figures from the Department of Education show that pupils who are disadvantaged are more likely to receive a permanent or fixed period exclusion compared to those who do not. Evidence from the EEF teaching and learning toolkit shows that behaviour interventions can provide +4 months additional progress.	3, 4, 7	£10,000
Numeracy Ninjas	Raising the profile of numeracy across the curriculum with quick questions encourages students to improve their mental maths. Improving maths progress will have a positive impact across multiple subjects.	2, 6	£250

Review of the options process	Evaluating the current option process could encourage more disadvantaged students to have the correct qualification for the EBacc qualification.	10	£0
-------------------------------	--	----	----

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
Opportunity for disadvantaged students to take part in the Duke of Edinburgh award.	Widening the experience of our disadvantaged students helps them to engage with the wider world and removes barriers to their learning. Increasing their experiences will increase their aspirations and consequently help close the attainment gap.	7	£2000
Enrichment Activities		7, 8	£15,000
Year 11 Cash Builder initiative	Encouraging disadvantaged students in Year 11 to fully engage in small group tuition and intervention with have a direct impact on their progress and attainment. Evidence provided by the EEF shows that small group tuition has a moderate impact for a low cost. This can provide +4 months additional progress.	1, 2, 4, 6, 7	£5,000
Providing disadvantaged pupils with required revision guides	Removing Barriers to learning by providing additional text books and equipment required allows students to access education at home and at school.	1, 2, 6	£3500
Pencil Cases with Equipment including Calculators		3	£6000
Uniform Support	Removing barriers to learning and increasing self-esteem within the disadvantaged cohort with reduce incidents of truancy and persistent absentees.	3, 4	£2000
Breakfast Club	We can't improve attainment for students if they aren't attending school. The free breakfast club to all disadvantaged students encourages students to arrive early.	3	£2500
Transitional Summer School	Students who attend a transitional summer school between year 6 and 7 are more settled and eager to learn on entry. EEF shows that summer schools can have a moderate impact for a moderate cost.	3	£2500

	This can provide +3 months of additional progress.		
Music Lessons	EEF shows that participation in the Arts including Music lessons, can have a moderate impact for very low cost. This can provide +3 months additional progress.	7, 8	£10,000
Musical Instrument Loaning Programme		7, 8	£4000
DT Resources including Food		7, 8	£2500

Total budgeted cost: £ 244, 550

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teaching (for example, CPD, recruitment and retention)

<p>Disadvantaged students make good and accelerated progress in line with 'others' nationally.</p>	<p>Disadvantaged students did not make expected progress last year. The progress between disadvantaged students and non-disadvantaged was below expected with an in-school gap of 0.8 negative compared to a 0.05 positive gap the previous year. This indicates that disadvantaged students were further disadvantaged during the period of COVID the same as the national picture.</p> <table border="1" data-bbox="528 898 1355 1285"> <thead> <tr> <th>School assessment data</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>0.15</td> <td>-0.3</td> </tr> <tr> <td>Attainment 8</td> <td>46</td> <td>42</td> </tr> <tr> <td>English Progress</td> <td>-0.3</td> <td>-0.4</td> </tr> <tr> <td>Maths Progress</td> <td>0.4</td> <td>-0.1</td> </tr> </tbody> </table>	School assessment data	2020	2021	Progress 8	0.15	-0.3	Attainment 8	46	42	English Progress	-0.3	-0.4	Maths Progress	0.4	-0.1
School assessment data	2020	2021														
Progress 8	0.15	-0.3														
Attainment 8	46	42														
English Progress	-0.3	-0.4														
Maths Progress	0.4	-0.1														
<p>Early identification of under achievers using rigorously analysed data is addressed by putting in early interventions using WAVES</p>	<p>Regular meetings and review of disadvantaged students meant that those that were under achieving were identified for intervention. Although the progress of disadvantaged students does not show as having a positive impact, those that were under achieving achieved better with intervention over time.</p> <table border="1" data-bbox="451 1563 1426 1933"> <thead> <tr> <th>School assessment data</th> <th>December 2020</th> <th>June 2021</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>0.4</td> <td>-0.3</td> </tr> <tr> <td>Attainment 8</td> <td>37</td> <td>42</td> </tr> <tr> <td>English Progress</td> <td>-1.0</td> <td>-0.4</td> </tr> <tr> <td>Maths Progress</td> <td>-0.2</td> <td>-0.1</td> </tr> </tbody> </table>	School assessment data	December 2020	June 2021	Progress 8	0.4	-0.3	Attainment 8	37	42	English Progress	-1.0	-0.4	Maths Progress	-0.2	-0.1
School assessment data	December 2020	June 2021														
Progress 8	0.4	-0.3														
Attainment 8	37	42														
English Progress	-1.0	-0.4														
Maths Progress	-0.2	-0.1														

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

<p>Early identification of underachievers with targeted support in place to accelerate progress in KS4</p>	<p>Particular focus for Maths and English with targeted interventions available for all those under achievers with specialised tuition and support from MAT.</p> <p>78% of disadvantaged made better progress in English from Data Drop one to final school assessment data in June. Those that achieved a positive progress score in English increased by 50% over time.</p> <p>75% of disadvantaged made better progress in Maths from Data Drop one to final school assessment data in June. Those that achieved a positive progress score in Maths increased by 28% over time.</p>
<p>Improved Literacy Skills for KS3 students</p>	<p>Targeted interventions for Year 7 and Year 8 identified through Literacy testing.</p> <p>Whole school literacy drive includes DEAR (drop everything and read) and reading plus intervention.</p>
<p>Improved progress for Year 11 students and raising Aspirations to achieve</p>	<p>Personalised Timetables enabled all students the opportunity to access a curriculum that achieves 8 qualifications which included vocational subjects BTEC and NCFE qualifications.</p> <p>90% of disadvantaged students achieved 8 or more qualifications. Those who did not had attended Alternate provision.</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

All students eligible for PP attend school regularly.	Strategies in place that allowed persistent absence among our disadvantaged students to stabilise at 25% compared to National Average 26.4% and 32% when comparing data in 2019.
All students that are eligible for PP behave well with a positive attitude to learning	The exclusion rate for disadvantaged remained stable despite short term exclusions increasing due to COVID. 34% of exclusions involved disadvantaged students compared to 38% for the same period last year.
Ensure inclusion/equity for disadvantaged students with regard to curriculum access	Barriers to learning fully addressed with additional support in place during COVID through our community support programme.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Hegarty Maths	Hegarty
Geography	Educake
Reading Plus	Reading Plus
Tassomai Science	Tassomai
Vocab Express	Vocab Express