



LONG FIELD
SPENCER ACADEMY

Long Field Spencer Academy

Pupil Premium Strategy Statement

Three-Year Strategy (2021-2024)

September 2022 Update

This statement details our school's use of pupil 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 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 (DA).

Pupil Premium Lead: Sam Rowbotham

Sharon Maloney

Governor Lead: Debi Williamson

Principal: Christopher Haggett

School overview

Detail	Data
School name	Long Field Spencer Academy
Number of pupils in school (2022)	915
Number of Disadvantaged students	231
Proportion (%) of pupil premium eligible pupils	25.33%
Academic year/years that our current pupil premium strategy plan covers	2 years
Date this statement was published	September 2022
Date on which it will be reviewed	June 2023
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	£181,575
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	£181,575

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	Continue to effectively reduce the impact of COVID-19 on disadvantaged students.
10	Increase the number of disadvantaged students entered for the EBacc qualification.
11	Support disadvantaged families through the increased cost of living to minimise the impact it has on their education.

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 in line with government ambitions.	Higher percentage of disadvantaged students achieving the EBacc qualification compared to 2021/2022 (14.8%).

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: £95,675

Activity	Evidence that supports this approach	Challenges 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	£31,125
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
Mechanics 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	£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
Assistant Principal with focus on Disadvantaged students.	Assistant Principal appointed to oversee the progress of disadvantaged students and track their engagement across the school. This will directly benefit disadvantaged students at the school and allow interventions to be put into place more effectively.	1, 2, 4, 7	£8000
Easter School revision programme staffed by subject leaders.	EEF shows that extending school time and summer schools can have moderate impact for moderate cost. The timing of this intervention is crucial to Year 11 and the highest impact can be had before exams. This can provide +3 months additional progress.	1, 2, 6	£0

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

Budgeted cost: £65,400

Activity	Evidence that supports this approach	Challenges 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
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
Testing to ascertain Reading ages			£1000
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	£2000
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
Laptops provided to disadvantaged students	Disadvantaged students without access to a laptop or device at home to complete homework are provided one.	1, 2, 7, 9, 11	£10000

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

Budgeted cost: £43,250

Activity	Evidence that supports this approach	Challenges addressed	Budgeted Cost
Opportunity for disadvantaged students to take part in the Duke of Edinburgh award & Extra-curricular activities	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	£10000
Year 11 Progress Accelerator	Encouraging disadvantaged students in Year 11 to fully engage in small group tuition and intervention will 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	£5000
Providing disadvantaged pupils with required revision guides and revision resources	Removing barriers to learning by providing additional textbooks and equipment required, allows students to access education at home and at school.	1, 2, 6	£3500
Pencil Cases with Equipment including Calculators		3	£3000
Uniform Support	Removing barriers to learning and increasing self-esteem within the disadvantaged cohort will reduce incidents of truancy and persistent absentees.	3, 4, 11	£6000
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, 11	£1750
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. This can provide +3 months of additional progress.	3	£1000
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	£4000
Musical Instrument Loaning Programme		7, 8	£2000
DT Resources including Food		7, 8	£2000
Community Support Scheme	Long Field Spencer Community Support Scheme supports families in the community	11	£3000

Total budgeted cost: £204,325

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 2021 to 2022 academic year. The comparison of 2021-22 results will be both to 2020-21 and 2018-19 (last examined results).

Intended outcomes	Impact of strategy in 2021-22																																																																																																																		
Reduce the variation between disadvantaged and non-disadvantaged pupils in Year 11.	<p>The progress gap between disadvantaged and non-disadvantaged students has decreased in English from 2019 (0.493 to 0.317).</p> <p>When compared to 2018-19, the gap has increased across P8, Maths, EBacc and, most notably, in the Open Basket. Upon analysis, the percentage of disadvantaged students being entered for GCSE subjects has increased between 2018-19 and 2021-22 by 7.4% and the percentage of disadvantaged students being entered for BTEC qualification has decreased by 7.4%. This shows that our disadvantaged students are being offered and opting for a challenging and academic curriculum.</p> <p>The A8 gap in 2021-22 has returned to a similar level to pre-COVID (2018-19).</p> <p>The closing of the gap between 2020-21 and 2021-22 across all measures (P8, A8, English, Maths, EBacc and Open) suggests the gaps formed from COVID are being reduced. Disadvantaged students were most negatively affected by the lack of in-school teaching in COVID due to generally having less access to quality technology and other negative factors.</p>																																																																																																																		
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<p>Improve progress of disadvantaged students through behaviour and academic support.</p> <p>Early identification of key disadvantaged students who are of concern.</p>	<p>Regular meetings and review of disadvantaged students meant that those who were under achieving were identified early for intervention.</p> <p>Impact - Disadvantaged students achieved better with intervention over time across all baskets.</p> <table border="1" data-bbox="419 371 1445 790"> <thead> <tr> <th></th> <th>September 2021</th> <th>June 2022</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-1.306</td> <td>-0.278</td> <td>+1.028</td> </tr> <tr> <td>Attainment 8</td> <td>39.04</td> <td>41.13</td> <td>2.09</td> </tr> <tr> <td>English Progress</td> <td>-0.967</td> <td>-0.326</td> <td>+0.641</td> </tr> <tr> <td>Maths Progress</td> <td>-0.739</td> <td>-0.155</td> <td>+0.584</td> </tr> <tr> <td>EBACC Progress</td> <td>-2.579</td> <td>-0.260</td> <td>+2.319</td> </tr> <tr> <td>Open Progress 8</td> <td>-0.993</td> <td>-0.445</td> <td>+0.548</td> </tr> </tbody> </table>		September 2021	June 2022	Change	Progress 8	-1.306	-0.278	+1.028	Attainment 8	39.04	41.13	2.09	English Progress	-0.967	-0.326	+0.641	Maths Progress	-0.739	-0.155	+0.584	EBACC Progress	-2.579	-0.260	+2.319	Open Progress 8	-0.993	-0.445	+0.548
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<p>Increase the engagement of disadvantaged students in Year 7-10 in all areas of school life.</p>	<p>Enrichment trips – parents of disadvantaged parents were given a text and phone call home to encourage participation in enrichment day trips. These activities are funded for disadvantaged students to ensure this is not a barrier to learning and participation.</p> <p>Impact – By the end of 2021-22, 71.2% of disadvantaged students were attending the enrichment day trips. Data unavailable for 2020-21 due to disruption of events/trips because of COVID-19.</p> <p>Music lessons – Musical instruments started to be purchased to encourage disadvantaged students to take lessons by offering a loaning service.</p> <p>Impact – Improvement in the number of disadvantaged students participating in musical instrument lessons from 4.15% at the start of 2021-22 to 4.3% at the start of 2022-23 academic year.</p> <p>Next Steps – Continue to expand the musical instrument programme to ensure all parents (especially year 7's) are aware they can have their instrument lessons funded and offer support with loaning an instrument through the Long Field Spencer Instrument Loaning Programme.</p>																												

<p>Raise the profile of disadvantaged pupils across the school.</p>	<p>CPD session ran during August INSET Day for teaching and support staff re-introducing the disadvantaged first policy and collaborating on ideas to improve disadvantaged progress across the school. Staff were reminded how to find their disadvantaged students from their classes on SIMS and Satchel:One.</p> <p>Impact - all staff can identify the disadvantaged students in their class to put appropriate intervention in place and implement the disadvantaged first policy effectively.</p> <p>Disadvantaged focus walkthroughs took place to analyse the typicality of teaching for these students. Following the walkthroughs, feedback was given to middle leaders and then whole school CPD focusing on key areas for improvement.</p> <p>Impact – all staff are aware of how to help reduce the gap between disadvantaged and non-disadvantaged students including strategies. Attainment gap between HPA disadvantaged students and HPA non-disadvantaged students has decreased significantly from 2020-21 to 2021-22 (14.94 to 5.66).</p> <p>S. Rowbotham attended all GCSE/BTEC basket meetings to ensuring disadvantaged students were getting sufficient intervention.</p> <p>Impact – 88% of Year 11 disadvantaged students had targeted English, Maths and Science interventions at House time. Progress gap has reduced from 2020-21 to 2021-22 across English, Maths, EBacc and Open baskets and have started to return to pre-COVID.</p>
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Intervention cards in place for Year 11 students to encourage them to participate in intervention at house time and after school.

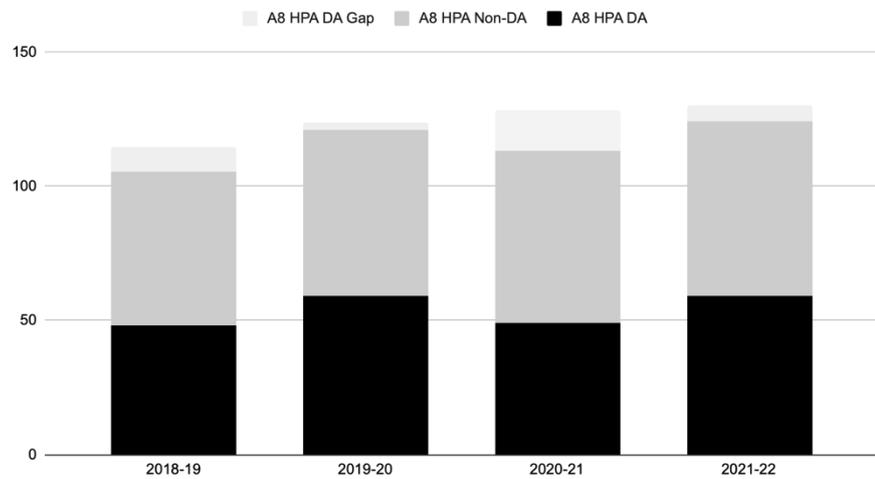
Impact -The attainment gap between HPA disadvantaged students and HPA non-disadvantaged students is lower than in 2018-19 by 3.57.

The Attainment 8 score of HPA disadvantaged students has increased steadily since 2018-19 to its highest in 2021-22, showing that HPA disadvantaged students are achieving higher grades on average (excluding 2019-20).

Close the attainment gap for those students who qualify for pupil premium funding and who are higher prior attainers.

	2018-19			2019-20			2020-21			2021-22		
	DA HPA	Non-DA HPA	Gap	DA HPA	Non-DA HPA	Gap	DA HPA	Non-DA HPA	Gap	DA HPA	Non-DA HPA	Gap
A8	48.11	57.34	9.23	59.17	61.81	2.64	49.14	64.08	14.94	59.30	64.96	5.66

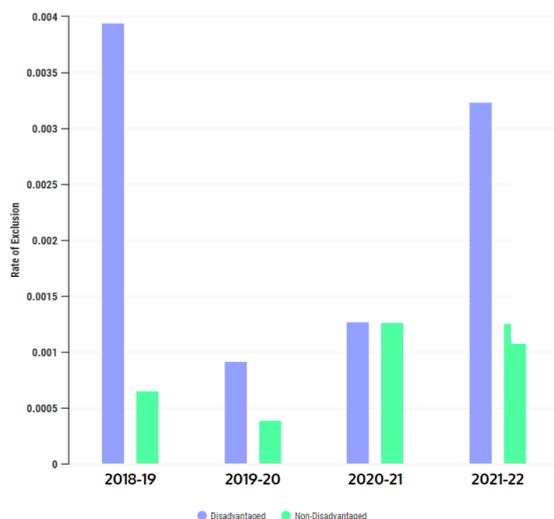
A8 HPA Gap Analysis



Continue to improve the attendance of disadvantaged students.

Heads of House get weekly updates in the pastoral meeting of attendance concerns from the Attendance officer. Any concerns about disadvantaged students are raised at this meeting. Interventions including attendance contracts and reports are discussed and issued at this meeting.

Impact – Attendance of disadvantaged students (87.88%) was higher than the national average (85.1%). Rate of exclusions for disadvantaged students decreased compared to the last full academic year (pre-COVID 2018-19). This meant that the attendance of key students, who may have been excluded, were in school, improving their attendance. Individual attendance reports improved attendance of key students.



* No summer term due to COVID-19

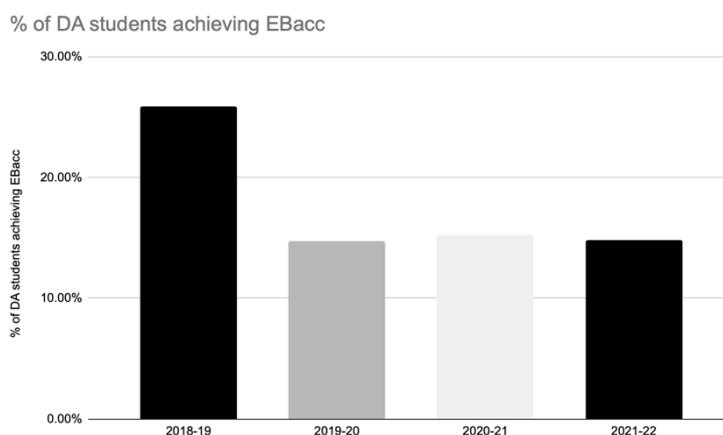
** Non-normal start to the year with bubble school

Increase the number of disadvantaged students entering EBacc towards national levels in line with government ambitions.

During options evening, disadvantaged student's parents are called individually to ensure attendance. At the options evening, Curriculum Directors discuss options with these students to ensure they select a diverse range of subject which are academically challenging for the individual and will allow them to achieve their future ambitions.

	2018-19	2019-20	2020-21	2021-22
% of Disadvantaged students achieving EBacc	25.9% (Out of 27 students)	14.7% (Out of 34 students)	15.2% (Out of 33 students)	14.8% (Out of 27 students)

Impact – The percentage of disadvantaged students achieving the EBacc qualification has fluctuated from 2018-19 to 2021-22. The limiting factor in 2021-22 was the number of disadvantaged students opting to Modern Foreign Languages (4 students).



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
Educake Geography	Educake
Reading Plus	Reading Plus
Tassomai Science	Tassomai
Vocab Express	Vocab Express