

## **PUPIL PREMIUM 2017-2018**

### **Introduction**

In 2011/2012 schools were allocated Pupil Premium (PP) funding to address inequalities between pupils eligible for free school meals (FSM) or had been looked after continuously for six months, and their wealthier peers by ensuring that the funding reaches the pupils who need it most.

From April 2012 the Pupil Premium Grant (PPG) was extended to include pupils who had been eligible for FSM at any point in the last six years. Additionally, our pupils who are Children in Care are entitled to Pupil Premium Plus funding along with children adopted from Local Authority Care.

We are currently funded at the following rate:

- £935 per pupil of secondary-school age
- £935 per pupil whose parent(s) are currently serving in the Armed Forces
- £1900 per pupil for looked-after children who:
  - have been looked after for 1 day or more;
  - are adopted;
  - leave care under a Special Guardianship order or a Residence Order.

Longfield Academy has the freedom to allocate PP grant as it deems necessary to raise attainment and broaden aspirations for disadvantaged or other vulnerable students.

### **Our rationale**

At Longfield Academy we ensure that all students have the opportunity to make excellent progress and succeed. Our small schools structure allows us to have a personalised provision that is not only linked to aspects of achievement in the classroom, but also attendance, aspiration and wider experiences. We therefore use the PPG strategically to support disadvantaged students to ensure that they 'achieve beyond expectations.' At present **29.7%** of our students receive PPG funding. **11.8%** of our students are defined as the most disadvantaged.

### **Educational Barriers faced by disadvantaged students**

The main educational barriers that disadvantaged students at Longfield Academy face are outlined below and each is targeted within our spending and actions table 2017/18.

### **How were the barriers identified?**

Detailed analysis of performance data; teacher/pastoral referrals and 1-2-1 interviews to identify barriers with our PPG Mentor.

<b>Label in Spending and Actions table</b>	<b>Educational Barriers</b>
B1	Special Educational Needs
B2	Low aspirations especially for the most able students

B3	Low levels of family stability
B4	Location - transport to and from additional interventions and extra-curricular activities
B5	Access to ICT within the home
B6	Reduced capacity within the home to broaden their child's life experiences: offering music lessons, trips outside of the local environment etc.
B7	Reduced capacity to complete homework/revision within the home
B8	Low literacy/numeracy levels (also see Catch up funding document)
B9	Historic attendance issues and poor punctuality, much of which is parentally condoned
B10	Lack of support/capacity for mental, emotional and social development
B11	Lack of Higher Education experience amongst some parents
B12	High levels of anxiety especially in relation to exams/assessment

### **Our objectives**

- To provide targeted, personalised support to improve the attainment and life chances of disadvantaged pupils;
- The progress of disadvantaged children is in line with those from more privileged backgrounds so that the attainment gap is no more than 10% across each Key Stage;
- To ensure that disadvantaged students make at least good progress during their time at the Academy;
- To ensure that the strategies that we implement positively impact the attainment and achievement of disadvantaged pupils;
- To ensure that the interventions are value for money;
- To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier;
- To increase parental engagement;
- To continually raise staff awareness of the potential barriers to learning for FSM pupils and our responsibility we have towards these disadvantaged pupils;
- To focus on improving numeracy and literacy skills;<sup>1</sup>
- To ensure rigorous tracking of FSM pupil progress with interventions when pupils fall behind to ensure that they make good progress;
- To continually improve the Academy's school assessment procedures;
- To support EAL students to be successful at the Academy;
- To continue to closely monitor pupil attendance and use a range of strategies to improve attendance rates for these pupils.

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<sup>1</sup> PPG is used alongside the Year 7 catch up Premium to support students who did not meet the expected standards in year 6.

A full review of the strategies and their impact will be conducted following the publication of the GCSE results (August/September 2018) although each individual strategy will be reviewed as and when appropriate.

### **Impact of Pupil Premium 2016-2017**

Data from the 2017 GCSE results demonstrates the ways in which Pupil Premium students at Longfield Academy make progress during their time at the Academy. Below are some key statistics for Pupil Premium students which show how well they achieve:

- In terms of attainment 8 the gap has closed between PPG and Non-PPG from 7.89 to 6.2.
- The % gap between PPG/Non-PPG students who achieved 9-4 and A\*-C in English and maths last year, has fallen just under 3%.
- 100% of PP students entered in biology, music, performing arts and ECDL achieved A\*-C or equivalent.
- Between 80-99% of PP students achieved A\*-C in physics and chemistry.
- Between 60-79% of PP students achieved A\*-C in media studies, geography and computing.
- DHAPs did not perform well in relation to attainment but 100% of DHAPS achieved 9-4 in maths compared to 94.3% of Non-HAPs.
- In terms of English, DHAPs outperformed non-DHAPs although there was a drop in both scores compared to 2016.
- In both year 7 and year 8 the % of students who were making expected progress increased considerably over the year from 10.6% to 28.7% for year 7 and 14% to 25.2% in Year 8.
- Two year 9 students attended a summer school at Canterbury Christ Church University in July, gaining a valuable insight into University life.
- Longfield Academy submitted 20 applications for the University of Kent summer school, gaining 5 places and these students spent one week experiences life at the University.
- 96% of the PP students that signed up for the Year 6 into Year 7 summer school attended which helped with their transition into secondary school.
- 62.5% of PP students who were considered persistent absentees (PA) and entered into the PP/FSM attendance competition in the summer term, improved their attendance. 25% of these came out of being PA.
- Literacy Intervention - Fresh Start: 59 PP students in year 7 started the programme with 70% of these improving their reading age. Reading Wise - 9/19 students who completed this programme had significantly improved their reading age. This programme was used for our weakest readers to help with reading and comprehension. Accelerated Reader (AR) - Through this programme, 52% of Year 8 PP students improved their reading ages by over 20 months and 4 became 'free readers.' Of the 41 PP students in year 9 that went through AR 51% their reading age and three students became free readers.

### **Funding 2017/2018 - this is based on our census in June 2017**

#### **Number of pupils and pupil premium grant (PPG) received:**

Total number of pupils on roll (11-16)	866
Number of pupils eligible for PPG	258 (29.7%)
Number of pupils eligible for FSM	103
Level of funding	£238330

Breakdown of PP numbers in each year at Longfield Academy.

Year	Number of pupil eligible for PP	% of year
7	56	31.6%
8	63	35.7%
9	57	32.3%
10	42	23.8%
11	40	24.8%

The planned activities for 2017/2018 are listed below. An estimated cost has been applied to each activity. The expected impact of the strategies we are repeating in 2017-18 is expected to be the same or better as in 2016-17 as we seek to constantly improve the way we accelerate learning and progress at Longfield Academy so that all students, disadvantaged or not can achieve to the highest level.

### Spending and Actions budgeted for 2017/2018 Academic Year

**Key: RA = Raising Achievement      WD = Wider Development**  
**B1 = Action to tackle a specific educational barrier**

Description	Action	Intended Impact /objective	Approximate Cost
<b>Chrome Books for all Year 7 PP students</b>  <i>B1, B2, B5, B6, B7, B8</i>	All year 7 PP students provided with iPad mini to help students access learning activities and opportunities inside and outside the classroom.	Improve levels of homework completion, make good progress and improve levels of attainment.  RA	3.3%
<b>Pupil Premium mentor</b>  <i>B2, B5, B6, B7, B8, B10, B11, B12</i>	Employed to track and monitor pupil progress and impact of interventions.  Offers targeted support for vulnerable individuals Providing PP students with enriching activities both within and outside the Academy	To ensure prompt identifications of pupils who are falling behind and where they are, subsequent interventions can be put in place to narrow the identified gap. RAWD	14%
<b>Learning Tutors through 'Tutor Doctor'</b>  <i>B2, B3, B4, B5, B6, B8, B12</i>	Selected students provided with tutors either 1-2-1 or in small groups to enhance understanding and application and prepare for examinations.	To boost confidence within the core subjects and lead to higher outcomes for students who are borderline 4+ and 5+ for English and/or Maths. RA	3.7%
<b>Motivation / Revision Weekend in February/March 2018</b>  <i>B1, B2, B3, B6, B9, B10, B12</i>	Provide a weekend at an outdoor education centre where PP students in year 11 focusing on the core subjects, run by subject leads. Revision sessions will be interspersed with motivation, team building sessions as well as activities such as canoeing, rock climbing etc.	To improve the students' knowledge and understanding of core concepts they will face in the exam.  To motivate them to achieve the highest outcomes RAWD	1.6%
<b>Conduct a DFE review of PP</b>	To order a full review of the PP provision by the DFE so	To ascertain our good practice and to take the	0.5%

<p><b>provision at Longfield Academy</b></p>	<p>that recommendations for further improvements can be implemented</p>	<p>recommendations and apply them to our provision for the rest of the year.</p>	
<p><b>Success Lounge for pupils in year 7, 8, 9 and 10. Three sessions per week are offered after school between 3.30 – 4.15pm, focusing on literacy and numeracy catch up / support with homework.</b></p> <p><b>Use of LSAs in classrooms to support disadvantaged students - especially in English and maths</b></p> <p><i>B1, B2, B3, B5, B7, B8, B10, B12</i></p>	<p>Year 7, 8, 9 and 10 pupils encouraged to attend success lounge, where they can complete work with the support of a teaching assistant</p> <p>Learning Support Assistants to support PP students in addition to their designated statemented students to improve outcomes</p>	<p>Help students improve learning and to supply a safe environment for pupils to work after school hours. (RA)</p> <p>To provide additional support to disadvantaged students within curriculum areas which should have a positive impact on results. (RA) Improved outcomes for PP students in English and maths</p>	<p>0.4%</p> <p>17.7%</p>
<p><b>Revision sessions other interventions run throughout the year including evening and school holiday sessions and early morning pre-exam sessions.</b></p> <p><i>B1, B2, B4, B5, B7, B8, B10 B12</i></p>	<p>To hold revision for targeted PP pupils to help improve levels of attainment. Early morning pre-exam revision with breakfast to specifically target PP students.</p>	<p>Improve attainment for PP pupils and other targeted groups through focused intervention. (RA)</p>	<p>2%</p>
<p><b>Payment for a member of staff to drive the minibus</b></p> <p><i>B4, B6, B7</i></p>	<p>Transport provision offered to year 11 PPG students Module 2--4 to help them attend afterschool and holiday revision sessions This will be extended to year 10 students in module 4.</p>	<p>Improved engagement improved attendance at revision/holiday workshops Improved outcomes as students feel more confident with the content. (RA)</p>	<p>0.4%</p>
<p><b>Literacy Interventions including accelerated reader</b></p> <p><b>ReadingWise to be offered at tutor times for targeted students</b></p> <p><b>Learning Resource Manager</b></p>	<p>To ensure that all PP pupils in year 7 and targeted PP pupils in year 8 access the programme to improve their reading ages</p> <p>To offer additional literacy support to the weakest year 7 pupils to boost their basic reading ability and comprehension</p> <p>Supports the reading schemes and other interventions to</p>	<p>To improve PP pupils reading ages so they are in line with their chronological age. (RA)</p> <p>To improve the reading ages of pupils with the lowest reading ages to ensure they can access more of the curriculum, raising their levels of attainment. (RA)</p> <p>To improve literacy levels and encourage reading at</p>	<p>0.4%</p> <p>0.46%</p> <p>2.5%</p>

<i>B1, B5, B6, B8, B9</i>	include PP pupils and other pupils who are underperforming. The LRC manager also runs the LRC, and provide a location for more vulnerable pupils outside of lesson time.	school and at home. Ensure that all pupils have access to same reading materials and resources so PP pupils are not disadvantaged and continue to make good levels of progress. (RA/WD)	
<b>Rewards</b> <i>B6</i>	Improved reward incentives to increase PP pupil's motivation for success and improved levels of achievement. A wider range of rewards to appeal to PP pupils	Improved reward incentives will increase pupil's motivation for success and willingness to want to do well. (RA/WD)	1.4%
<b>Three Behaviour Support Mentors employed to support students, especially those who are identified as PP</b> <i>B1, B2, B3, B4, B6, B9, B10</i>	Employed to offer support and guidance to PP students across the Key Stages on academic and pastoral issues including behaviour.	To improve attendance, lesson engagement, parental engagement and attainment for all PP students within their specified college. (RA/WD)	32.3%
<b>High Achieving Pupil Coordinators appointed to help raise levels of attainment, specifically of the PP HAP pupils.</b> <i>B2, B6, B9, B10, B11, B12</i>	Employed to track and monitor pupil progress and impact of interventions especially of the PP students that are also considered HAPs. 1-2-1 mentoring support for particular students, parental support evenings organised and resources provided to support student learning	To improve levels of attainment achieved by PP pupils that are also considered High Achieving (DHAPS) (RA/WD)	Not funded through PP
<b>Attendance and Welfare Officer</b> <i>B3, B4, B9, B10, B12</i>	To track attendance of PP students and other vulnerable groups and to coordinate interventions alongside the behaviour support mentors, senior leaders and outside agencies. This will include, parental meetings, and home visits where applicable.	Increased rates of attendance for PP students to at least 95%. (RA)	0.7%
<b>Alternative provision</b> <i>B3, B6, B8, B9, B10</i>	To provide a placement at an external school for PP pupils at risk of permanent exclusion or if it is collectively agreed by all stakeholders that the pupil needs a new educational setting.	To help those pupils who would otherwise struggle at mainstream schools. (RA/WD)	2%
<b>Kent and Medway Progression Federation (KMPF) programme of activities</b> <i>B2, B6, B9, B10, B11</i>	Providing PP students with a range of internal and external extra-curricular activities such as: Astrodome – onsite extracurricular activity World Language Day – June 2018 at the Medway Campus Year 10 - University of Kent Summer School – July 2018 following the success of the 2017 cohort	Improved aspirations for all PP pupils, offering them alternative pathways for their future success. Increase the number of PP/former PP pupils that apply and go on to Higher Education. (RA/WD)	N/A



	Year 9 Canterbury Christchurch University Summer school - July 2018 Year 10 University of Kent Summer School		
<b>Student Well-being</b>  <i>B1, B2, B4, B5, B6, B11</i>	Support for curriculum resources and equipment. Extra-Curricular Activities Uniform Music lessons Books/ revision materials Club memberships	Increase motivation of all pupils including PP, improving their drive and desire to achieve well and be successful and to avoid pupils being penalised if their families cannot afford certain resources. (RAW/D)	0.5%
<b>School trips</b>  <i>B2, B6, B9, B11</i>	Specific educational trips aimed at raising aspirations of PP pupils as well as enhancing their school experience	To ensure that pupils are able to take part in all activities and ensure PP pupils are not disadvantaged and that their aspirations are raised. (RAW/D)	
<b>Offsite Respite placements NWKBS</b>  <i>B1, B3, B8, B9, B10, B12</i>	To ensure that pupils that attend respite sessions are able to attend through providing subsidised transport costs.	To improve PP student's ability to access the curriculum, behave appropriately, increasing their levels of progress and attainment. (RAW/D)	
<b>Student Support Services</b>  <i>B1, B3, B9, B10, B12</i>	Offering personal, social and emotional support to students who require it Appropriate intervention (both internal/external) is put in place to support these students,	Improved self-esteem Improved attendance Improved outcomes as they have mechanisms to help them manage their circumstance.(RAW/D)	10.4%
<b>Transition Programme for year 6 students going into year 7</b>  <i>B1, B8, B9</i>	Transition Summer School funded to support PP pupils boosting their literacy and numeracy skills. This will help make the transition for these student easier.	To ensure that PP students in year 7 have attendance about 95% and that they make at least expected progress. (RAW/D)	Not funded through PP
<b>Careers Mentoring</b>  <i>B2, B3, B6, B9, B11, B12</i>	Targeted intervention of PP KS4 pupils	To ensure that disadvantaged students are able to make informed decision so that none are NEET (WD)	Not funded by PP
<b>GRIT and resilience workshop offered to vulnerable PP students as part of wider student support</b>  <i>B1, B2, B3, B8, B9, B10, B12</i>	External provider brought in and students attend 8 sessions per year	Improved levels of engagement and attainment. (RAW/D)	Not funded by PP
<b>Trust Educational Psychologists</b>	Part funded by PPG. Intervention for referred pupils so that they can receive the support they require	To ensure that PP pupils are provided with support they require to be able to attend	1.2%

<i>B1, B3, B8, B9, B10, B12</i>		school regularly and achieve. (RA/WD)	
<b>Attendance - Breakfast Club from 8am - 8.30 am</b>	To offer a hot drink and either cereal or bacon/sausage bap to ensure that disadvantaged students start their learning having had something to eat. Initial trial in Module 2 with 17 students that are Persistent Absentees.	To ensure that disadvantaged students start their day by eating breakfast. To improve attendance of disadvantaged students by offering something to eat in the mornings before lessons. (RA/WD)	0.5%
<b>Attendance rewards</b> <i>B9</i>	Offering rewards to both students and their parents for dramatically improving the student's attendance and sustaining that improvement.	Improved attendance Improved outcomes (RA/WD)	0.41%
<b>Peer-to-Peer Support</b> <i>B2, B6, B8, B12</i>	Using Sixth form English and maths students to tutor and offer support to PP students who are find aspects of English and maths difficult	Improved engagement Improved attainment and outcomes. (RA)	N/A

The impact of spending and actions will be reviewed in August 2018 although some aspects will be reviewed on a modular basis to ensure they are having the desired impact.

#### HISTORICAL IMPACT OF PUPIL PREMIUM FUNDING 2015-2016

2016	Pupil Premium students at Longfield Academy	Pupil Premium students nationally
2016 GCSE results Measure Achieve 5 A*-C GCSEs including English and maths	38.1% (all student average 52.1%)	37% (all student average 53%)
Total point score from all GCSEs (each A grade worth 52 points, B grade 46)	300 (all student average 343)	295 (all student average 361)
Value added score (how well students did compared to starting point)	991 (all student average 1002)	976 (all student average 1000)
English - students making at least the expected progress	69% (all student 83.8%)	58% (all student average 70%)
Maths - students making at least the expected progress	45.2% (all student 59.6%)	49% (all student average 65%)

- There was a +0.40 improvement in P8 scores for year 11 PP from the previous year 2014/2015. In terms of P8 the gap between PP and Non-PP pupils has fallen.
- Total attainment 8 had improved from 39.31 in 2014/2015 to 40.56 in 2015/2016.
- 80% of PP pupils made at least expected progress in English with 37.5% making greater than expected progress. 54.3% of disadvantaged pupils made at least expected progress in English with 31.45 making greater than expected progress.
- 46.2% of PP pupils made at least expected progress in maths with 15.4% making greater than expected progress. 47.1% of disadvantaged pupils made at least



expected progress in maths with 11.8% of pupils making greater than expected progress.

- 100% of PP students made expected progress in: biology, business national, catering, construction, music and religious education.
- In the following subjects over 50% of PP students achieved greater than expected progress: biology, chemistry, construction, and religious education.
- At the end of year 10, 27 PP pupils selected to participate in the Closing the Gap initiative, aimed at decreasing the gap between boys and girl's attainment. All students were projected to achieve a negative P8 score at the end of year 11. Through this initiative 13/27 achieved a positive P8 score and none were NEET.
- 12 PP year 11 students successfully completed the employability course at Bluewater Shopping Centre, receiving certification with one students receiving an award for their level of commitment, engagement.
- 71% of students have made chronological progress with 20% making accelerated progress of at least 10 months.
- Through accelerated reader there was an 11% closure in reading aged between PP pupils and their peers in year 8 who completed the course.
- PP attendance was above the 90% (92.5%) Persistent Absentee threshold.
- 80% of PP pupils within the maths intervention group, improved by at least 1 whole maths level through year 8. The year 7 maths intervention group have been successful with 100% of PP pupil improving their attainment with 25% of pupils improving by at least one whole level since KS2 assessments.
- 62% of PP pupils attended the Longfield academy summer school programme in 2015.
- 4 PP pupils had music lessons paid for through PP funds.

## HISTORICAL IMPACT OF PUPIL PREMIUM FUNDING 2015-2016

2015	Pupil Premium students at Longfield Academy	Pupil Premium students nationally
2015 GCSE results Measure Achieve 5 A*-C GCSEs including English and maths	42 (all student average 56)	36 (all student average 63%)
Total point score from all GCSEs (each A grade worth 52 points, B grade 46)	269 (all student average 304)	259 (all student average 326)
Value added score (how well students did compared to starting point)	979 (all student average 1007)	976 (all student average 1008)
English - students making at least the expected progress	79% (all student 83.8%)	58% (all student average 70%)
Maths - students making at least the expected progress	46% (all student 73%)	49% (all student average 72%)

### A\*-C including English and mathematics

- There was a 21% reduction between 2014-2015 in the gap in performance between the % of disadvantaged pupils that achieved 5x A\*-C including English and mathematics and those of their peers.

### **English A\*-C**

- There was an 8% improvement in performance of disadvantaged pupils achieving at least a C grade in English, compared to their peers nationally. This culminated in a 6% reduction in the gap in performance 2014-2015.

### **Mathematics A\*-C**

- There was a 17% improvement in the % of disadvantaged pupils that achieved at least a C grade, compared to their peers nationally. This culminated in a 16% reduction in the gap in performance 2014-2015.

**English Results** – comparing the performance of disadvantaged pupils at the Academy against their peers nationally.

### **Key Stage 2 Results**

**Level 2** on entry – 100% of disadvantaged pupils achieved expected progress compared to 59% nationally. 100% of disadvantaged pupils achieved above expected progress compared to 32% nationally.

**Level 3** on entry – 75% of disadvantaged pupils achieved expected progress against 68% nationally.

**Level 4** on entry – 74% of disadvantaged pupils achieved expected progress, which matched the national picture. 43% of disadvantaged pupils achieved above expected progress compared to 31% nationally.

**Level 5** on entry – 100% of disadvantaged pupils achieved expected progress compared to 79% nationally.

**Maths Results**– comparing the performance of disadvantaged pupils at the Academy against their peers nationally. This is based on the difference in performance between 2014-2015.

**Key Stage 2 Level 4** on entry – There was a 12% reduction in the gap in performance between disadvantaged pupils and their peers nationally in terms of the percentage of pupils achieving expected progress. There was a 16% reduction in the gap between disadvantaged pupils and those nationally in terms of those who achieved above expected progress.

**Key Stage 2 Level 5** on entry – There was a 48% reduction in the gap between the percentage of disadvantaged pupils who achieved expected progress against their peers nationally. In terms of above expected progress the gap fell by 23%.