

## **PUPIL PREMIUM 2018-2019**

### **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
- £2300 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. For looked-after pupils allocation of funding and the expenditure is managed and allocated by the local authority who that pupil is under.

### **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 **32%** of our students receive PPG funding. **19.4%** 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 2018/19.

### **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>
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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;

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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.

- To continue to closely monitor pupil attendance and use a range of strategies to improve attendance rates for these pupils.

A full review of the strategies and their impact will be conducted following the publication of the GCSE results (August/September 2019) although each individual strategy will be reviewed as and when appropriate.

### Impact of Pupil Premium 2017-2018

	PP	Non-PP	GAP
2018 Actual against non-pp in school	-0.36	-0.054 (0.11 if using 2017 National Averages)	-0.31 (-0.47)
<b>AWAITING NATIONAL AVERAGES FOR 2018 RESULTS TO DRAW COMPARISONS ON THE GAP BETWEEN THE PPG STUDENTS AT LONGFIELD AND THEIR PEERS NATIONALLY.</b>			
2017- against National	-0.66	0.11	-0.77
2016 - against National	-0.34	0.12	-0.46

Context	Performance of PP students with following status.:
3 pupils with EHCP based in Spectrum Centre	-0.28
4 CIC	+0.005
4 PA (<85%)	-0.40
1 NIBs - At Alternative Curriculum for at least two years	-4.34

### Three Year Trend - PPG, FSM and DHAP performance over time

#### PPG Performance Summary

The arrows indicate the relative increase or decrease in the gap between that group and their peers. Therefore, a ↓ means that there was a narrowing of the gap.

PPG PERFORMANCE	2018	2017	2016
Attainment 8	-5.62↓	-6	-9
P8	-0.31↓	-0.38	-0.33
P8 Eng	-0.08↓	-0.35	-0.36
P8 Maths	-0.25↓	-0.58	-0.31
P8 Ebacc	-0.32↓	-0.41	-0.38

P8 Open	-0.38↑	-0.24	-0.2
% 9-7 Eng and Maths	+5%		
% 9-5 Eng and Maths	-10.2%↑	-2%	
% 9-4 Eng and Maths	-16.4%	-18%	
Ebacc Success	+5.8%↓	+4%	-9%

### DHAP Performance Summary

The arrows indicate an improvement on the performance in 2017 on every measure.

DHAP PERFORMANCE	2018	2017	2016
Attainment 8	49↑	46	54
P8	-0.7↑	-1.38	-0.81
P8 Eng	-0.5↑	-0.151	-0.50
P8 Maths	-0.53↑	-1.24	-0.58
P8 Ebacc	-0.28↑	-1.04	-1.27
P8 Open	-1.36↑	-1.49	-0.94
% 9-7 Eng and Maths			
% 9-5 Eng and Maths	70↑	50	
% 9-4 Eng and Maths	100↑	83	86
Ebacc Success	10↑	8	29

### FSM Performance Summary

The arrows indicate whether attainment in that measure has improved or not against the performance in 2017.

FSM 6 PERFORMANCE	2018	2017	2016
Attainment 8	38↑	32	40
P8	-0.36↑	-0.89	-0.33
P8 Eng	-0.41↑	-0.80	-0.18
P8 Maths	-0.26↑	-0.93	-0.31
P8 Ebacc	0.01↑	-0.73	0.30
P8 Open	-0.76↑	-1.09	-0.47

% 9-7 Eng and Maths	0	1	
% 9-5 Eng and Maths	21.1↑	18	
% 9-4 Eng and Maths	50↑	35	43
Ebacc Success	2.6	3	9

## Children Looked After

	2018	2017
Children Looked After P8	+0.005	-0.52

Four students were classified as children looked after in year 11, under the care of four different local authorities. They outperformed their peers at both the 9-4 and 9-5 measures. All four achieved the grades required to access their preferred post 16 option and therefore none are NEET.

## Impact Statement of Performance

### Year 11

- At the time of writing, if 2017 National Averages were there would be a +0.30 closure in the gap between our PPG students and their peers nationally in 2018.
- There was a closure of the Pupil Premium gap (Academy only gap) for 3 main measures (2017 and 2016 gap in brackets):
  - P8 -0.31 (2017 = -0.38 2016 = -0.33)
  - Attainment 8 5.62 (2017= 6.2 2016= 7.87)
  - A\*-C/9-4 Maths & English 16.4 (2017 = 17.3 2016 = 19.5)
- The Academy gap between PPG and their peers decreased in terms of English, Maths, Humanities and Ebacc P8 scores.
- The most disadvantaged students achieved on average improved their attainment by 6 points. with the % achieving 9-5 increasing by 3.1% and 15% for 9-4.
- The high attaining disadvantaged students (DHAPs) performed more positively in 2018 than in 2017, increasing the average level of attainment to 49 from 46. For the other key measures: P8, 9-4 and 9-5 the performance was stronger than in 2017.
- PPG students performed well in the following subjects where they collective achieved a positive residual: Art 0.6, Religious Studies 0.76, English Literature and History 0.15.
- No year 11 student that is either FSM or eligible for PPG funding is NEET with all of them securing a place at sixth form, college, apprenticeship or other relevant work related option.

## Funding 2018/2019 - this is based on our census in January 2018

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

Total number of pupils on roll (11-16)	889
Number of pupils eligible for PPG	288 = 32% (29.7% 2017-2018)

Number of pupils eligible for FSM 123 (173 (FSM Ever 6))  
 Level of funding £211610

Breakdown of PP numbers in each year at Longfield Academy.

Year	Number of pupil eligible for PP	% of year
7	64	35.5%
8	59	32.7%
9	64	35.5%
10	57	31.6%
11	44	25.8%

The planned activities for 2018/2019 are listed below. An estimated cost has been applied to each activity. The expected impact of the strategies we are repeating in 2018-19 is expected to be the same or better as in 2017-18 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 2018/2019 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>Year 9 Ullswater Outdoor Activities Residential</b>	To organise a week's residential in the Lake District, embarking on a programme of 'finding yourself, developing resilience and team building activities.	Students will be more focused on their return and more determined to succeed. They will have higher aspirations and be more resilient when faced with barriers.	0.5%
<b>Chromebooks for all Year 7 PP students</b> <i>B1, B2, B5, B6, B7, B8</i>	All year 7 PP students provided with Chromebook 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	2.1%
<b>Chromebooks for PP students in year 11</b> <i>B2, B3, B5, B7, B8, B12</i>	Students in year 11 who identify access to a computer as a barrier to revision, will be loaned a Chromebook for the year.	Help students complete work both within the Academy and at home. This will aid revision and other online materials needed to be successful. RA	1.8%
<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	1.4%
<b>Motivation / Revision Weekend in September 2018</b>	Provide a weekend at an outdoor education centre where PP students in year 11 focusing on the core subjects, run by subject leads. Revision	To improve the students' knowledge and understanding of core concepts they will face in the exam.	

<i>B1, B2, B3, B6, B9, B10, B12</i>	sessions will be interspersed with motivation, team building sessions as well as activities such as canoeing, rock climbing etc.	To motivate them to achieve the highest outcomes RA/WD	1.5%
<b>Lease a 7 seater hire vehicle for the year</b>  <i>B3, B4, B6, B7, B9, B12</i>	The car will enable us to run a taxis service for PP students after school so that they can attend revision sessions. The car will also be used to visit the homes of PP students to help address potential barriers especially regarding attendance and attainment. Suitable support and guidance can then be offered.	To improve attendance at after school revision sessions, helping these students achieve. To address the barriers to learning that may stem from home. To offer additional support to students and their families where applicable. RA/WD	3.7%
<b>Payment for a member of staff to drive the minibus</b>  <i>B4, B6, B7</i>	Transport provision offered to year 11 PPG students to help them attend afterschool and holiday revision sessions This will be extended to year 10 students in module 6..	Improved engagement improved attendance at revision/holiday workshops Improved outcomes as students feel more confident with the content. (RA)	0.4%
<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>  <b>Use of LSAs in classrooms to support disadvantaged students - especially in English and maths</b>  <i>B1, B2, B3, B5, B7, B8, B10, B12</i>	Year 7, 8, 9 and 10 pupils encouraged to attend success lounge, where they can complete work with the support of a teaching assistant  Learning Support Assistants to support PP students in addition to their designated statemented students to improve outcomes	Help students improve learning and to supply a safe environment for pupils to work after school hours. (RA)  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	0.4%  46%
<b>Revision sessions other interventions run throughout the year including evening and school holiday sessions and early morning pre-exam sessions.</b>  <i>B1, B2, B4, B5, B7, B8, B10 B12</i>	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.	Improve attainment for PP pupils and other targeted groups through focused intervention. (RA)	2.3%
<b>Literacy Interventions</b>	To ensure that all PP pupils in year 7 and targeted PP pupils in year 8 access the	To improve PP pupils reading ages so they are in	



<p><b>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><i>B1, B5, B6, B8, B9</i></p>	<p>programme to improve their reading ages (where applicable)</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 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.</p> <p>To liaise with the HAP coordinators for KS3 and KS4 to facilitate programmes such as the Brilliant Club with our year 8 most able disadvantaged students in summer 2019.</p>	<p>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 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)</p>	<p>0.4%</p> <p>0.44%</p> <p>3.8%</p>
<p><b>Rewards</b></p> <p><i>B6</i></p>	<p>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</p>	<p>Improved reward incentives will increase pupil's motivation for success and willingness to want to do well. (RA/WD)</p>	<p>3%</p>
<p><b>Three Behaviour Support Mentors employed to support students, especially those who are identified as PP</b></p> <p><i>B1, B2, B3, B4, B6, B9, B10</i></p>	<p>Employed to offer support and guidance to PP students across the Key Stages on academic and pastoral issues including behaviour.</p>	<p>To improve attendance, lesson engagement, parental engagement and attainment for all PP students within their specified college. (RA/WD)</p>	<p>Not funded through PP</p>
<p><b>High Achieving Pupil Coordinators appointed to help raise levels of attainment, specifically of the PP HAP pupils.</b></p> <p><i>B2, B6, B9, B10, B11, B12</i></p>	<p>Employed to track and monitor pupil progress and impact of interventions especially of the PP students that are also considered HAPs.</p> <p>1-2-1 mentoring support for particular students, parental support evenings organised and resources provided to support student learning</p> <p>Facilitate programmes such as the Brilliant Club with our year 8 most able disadvantaged students in summer 2019.</p> <p>We intend to hold a one day conference '7 billion ideas club' for incoming year 7 PP students.</p>	<p>To improve levels of attainment achieved by PP pupils that are also considered High Achieving (DHAPS) (RA/WD)</p>	<p>Not funded through PP</p>



<p><b>Attendance and Welfare Officer</b></p> <p><i>B3, B4, B9, B10, B12</i></p>	<p>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.</p>	<p>Increased rates of attendance for PP students to at least 95%. (RA)</p>	<p>0.5%</p>
<p><b>Alternative provision</b></p> <p><i>B3, B6, B8, B9, B10</i></p>	<p>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.</p>	<p>To help those pupils who would otherwise struggle at mainstream schools. (RA/WD)</p>	<p>2.3%</p>
<p><b>Kent and Medway Progression Federation (KMPF) programme of activities</b></p> <p><i>B2, B6, B9, B10, B11</i></p>	<p>Providing PP students with a range of internal and external extra-curricular activities such as:</p> <p>Astrodome – onsite extracurricular activity organised through the science department.</p> <p>World Language Day – June 2019 at the Medway Campus Year 10 - University of Kent Summer School – July 2019 Year 9 Canterbury Christchurch University Summer school - July 2019 Year 10 University of Kent Summer School - July 2019</p>	<p>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)</p>	<p>N/A</p>
<p><b>Student Well-being</b></p> <p><i>B1, B2, B4, B5, B6, B11</i></p> <p><b>School trips</b></p> <p><i>B2, B6, B9, B11</i></p> <p><b>Offsite Respite placements NWKBS</b></p> <p><i>B1, B3, B8, B9, B10, B12</i></p> <p><b>Student Support Services</b></p> <p><i>B1, B3, B9, B10, B12</i></p>	<p>Support for curriculum resources and equipment.</p> <ul style="list-style-type: none"> <li>● Extra-Curricular Activities</li> <li>● Uniform</li> <li>● Music lessons</li> <li>● Books/ revision materials</li> <li>● Club memberships</li> </ul> <p>Specific educational trips aimed at raising aspirations of PP pupils as well as enhancing their school experience</p> <p>To ensure that pupils that attend respite sessions are able to attend through providing subsidised transport costs.</p> <p>Offering personal, social and emotional support to students who require it Appropriate intervention (both internal/external) is put in place to support these students,</p>	<p>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. (RA/WD)</p> <p>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. (RA/WD)</p> <p>To improve PP student's ability to access the curriculum, behave appropriately, increasing their levels of progress and attainment. (RA/WD)</p> <p>Improved self-esteem Improved attendance Improved outcomes as they have mechanisms to help</p>	<p>5.6%</p> <p>8.4%</p>

		them manage their circumstance.(RA/WD)	12.7%
<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. (RA/WD)	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>Mindfulness Programme</b> <i>B1, B2, B3, B8, B9, B10, B12</i>	Six week programme for up to 12 students (primarily year 11 PP students) to help them cope and reduce anxiety of exams.	All students are able to perform to the best of their ability, coping with the additional pressures. RA/WD	0.5%
<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. (RA/WD)	Not funded by PP
<b>Trust Educational Psychologists</b> <i>B1, B3, B8, B9, B10, B12</i>	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 school regularly and achieve. (RA/WD)	Not funded by PP
<b>Attendance - Breakfast Club from 8am - 8.30 am</b>  <b>Attendance rewards</b> <i>B9</i>	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. Those PP students who used the service in 2018-2019 will be given the provision from September. Offering rewards to both students and their parents for dramatically improving the student's attendance and sustaining that improvement.	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)  Improved attendance Improved outcomes (RA/WD)	0.8%  0.2%
<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)	1.2%

The impact of spending and actions will be reviewed in August 2019 although some aspects will be reviewed on a modular basis to ensure they are having the desired impact.