

PUPIL PREMIUM 2019-2020

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 **33.1%** of our students receive PPG funding. **16.2%** 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 2019/20.

How were the barriers identified?

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

Label in Spending and Actions table	Educational Barriers
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;
- 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.

A full review of the strategies and their impact will be conducted following the publication of the GCSE results (August/September 2020) although each individual strategy will be reviewed as and when appropriate.

Impact of Pupil Premium Funding 2018-2019

Analysis of Performance (P8)

	PP	Non-PP	GAP
2019 Actual against non-pp in school	-0.57	-0.043 (0.13 if using 2018 national average)	-0.61 (-0.70)

AWAITING NATIONAL AVERAGES FOR 2019 RESULTS TO DRAW COMPARISONS ON THE GAP BETWEEN THE PPG STUDENTS AT LONGFIELD AND THEIR PEERS NATIONALLY.			
2018 Actual against non-pp in school	-0.36 (-0.40 national average)	-0.054 (0.13 national average)	-0.31 (-0.47)
2017- against National	-0.66	0.11	-0.77

Context	Performance of PP students with following status.:
2019 2 pupils with ECHP based in Spectrum Centre	-1.26
2018 - 3 pupils with EHCP based in Spectrum Centre	-0.28
2019 - 2 CIC	-1.26
2018 - 4 CIC	+0.005
2019 - 6 PA (<90%)	-0.622
2018 4 PA (<85%)	-0.40

Gender Gap

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

PPG Performance Summary

The following table shows the performance of our students who are eligible for the Pupil Premium Grant. The arrows indicate the nature of the gap between those students performance and that of their peers. ↑ = the gap has increased since 2018. ↓ = the gap has reduced.

The arrows indicate the relative increase or decrease in the gap between that group and their peers.

PPG PERFORMANCE	2019	2018	2017
Attainment 8	-9.8↑	-5.62↓	-6
P8	-0.61↑	-0.31↓	-0.38
P8 Eng	-0.53↑	-0.08↓	-0.35
P8 Maths	-0.59↑	-0.25↓	-0.58
P8 Ebacc	-0.30↓	-0.32↓	-0.41
P8 Open	-0.44↑	-0.38↑	-0.24
% 9-7 Eng and Maths	+0.6%↓	+5%	
% 9-5 Eng and Maths	-20.9↑	-10.2%↑	-2%
% 9-4 Eng and Maths	-23.7↑	-16.4%	-18%
Boys			
Girls			

DHAP Performance Summary

The arrows indicate the trend in performance in 2018 on every measure.

DHAP PERFORMANCE	2019	2018	2017
Attainment 8	53.00↑	49	46
P8	-0.55↑	-0.7	-1.38
P8 Eng	-0.68↓	-0.5	-0.151

P8 Maths	-0.214↑	-0.53	-1.24
P8 Ebacc	-0.43↓	-0.28	-1.04
P8 Open	-0.80↑	-1.36	-1.49
% 9-7 Eng and Maths	5.0		
% 9-5 Eng and Maths	15↓	70	50
% 9-4 Eng and Maths	42.5↓	100	83

FSM Performance Summary

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

FSM 6 PERFORMANCE	2019	2018	2017	2016
Attainment 8	34↓	38↑	32	40
P8	-0.51↓	-0.36↑	-0.89	-0.33
P8 Eng	-0.71↓	-0.41↑	-0.80	-0.18
P8 Maths	-0.33↓	-0.26↑	-0.93	-0.31
P8 Ebacc	-0.38↓	0.01↑	-0.73	0.30
P8 Open	-0.62↓	-0.76↑	-1.09	-0.47
% 9-7 Eng and Maths	5.3↑	0	1	
% 9-5 Eng and Maths	16↓	21.1↑	18	

Chemistry	5=	5	-0.5	6-	5.91	-0.02								
Computing	3=	3	-1.58	4-	3.84	-0.89	-0.84↓	3=	3	-1.07	5c	4.33	-0.32	-5.44
Design & Technology	2b	1.5	-0.6	4a	3.67	-0.2	-2.17↑	D1	3.38	0.14	D1	3.64	-0.9	-0.26
English Language	3+	3.12	-0.11	4=	3.97	-0.18	-0.85↑	4b	3.55	-0.14	4=	4.03	-0.23	-0.48
English Literature	3+	3.22	-0.01	4+	4.23	0.08	-1.01↑	4=	4.03	0.3	5b	4.53	0.27	-0.03
French	4=	4	-0.48	4-	3.83	-0.67	+0.17↓	4b	3.5	-0.72	4=	4	-0.86	-0.5
Geography	3-	2.88	-0.16	5c	4.27	-0.09	-1.39↓	3-	2.92	-0.67	5c	4.38	-0.17	-1.46
History	4a	3.62	-0.23	5c	4.41	0	-0.79↑	4+	4.13	0.13	5b	4.49	0.13	-0.36
Mathematics	3+	3.2	-0.04	5c	4.3	0.17	-1.1↑	4a	3.63	-0.06	4+	4.12	-0.14	-0.49
Music	4b	3.5	-0.67	3-	2.86	-1.15	+0.64							
Physical Education	3a	2.6	-0.05	4a	3.63	-0.3	-1.03↑	4a	3.6	-0.43	4a	3.68	-0.22	-0.08
Physics	5=	5	-0.5	6+	6.17	0.24	-1.17							
Religious Studies	5+	5.2	0.84	6a	5.64	1	-0.44↑	5=	5	0.74	5=	4.98	0.53	+0.02
Spanish	3b	2.5	-1.43	3-	2.78	-1.97	-0.28↓	3+	3.17	-0.91	4=	3.95	-1.32	-0.78
Science	32a	2.84	0	44c	3.97	0.17	-1.13↑	43b	3.67	-0.02	44a	4.31	0.05	-0.64
Financial Education	B3	4.24	0.76	B-	5.25	0.94	-1.01							
Business National								L2M1	5	0.6	L2M3	4.59	1.03	-0.43
ICT National								L2P3	3.2	0.14	L2P1	3.77	0.45	-0.55

Performing Arts								L2P=	4	0.92	L2M-	5.3	1.42	-0.5
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Gender Difference - The arrows indicate whether the PP gap in performance between boys and girls had increased or decreased.

	2019			2018		
	Boys	Girls	GAP	Boys	Girls	GAP
Total Attainment 8	26.29	38.81	-12.52↑	35.63	40.78	-5.15
Average Grade	2.63	3.88	-1.25↑	3.56	4.08	-0.52
P8	-0.868	-0.312	-0.556↓	-0.634	0.009	-0.625
% 9-7 English and maths	0	9.1	-9.1↑	0	0	0
% 9-5 English and maths	10.5	18.2	-8.2↓	10	38.9	-28.9
% 9-4 English and maths	31.6	50.0	-18.4↑	45	55.6	-10.6
English P8	-1.133	-0.467	-0.66↓	-0.843	0.175	-0.668
Maths P8	-0.716	-0.153	-0.56↑	-0.589	0.050	-0.53
EBACC P8	-0.607	-0.272	-0.33↑	-0.519	0.101	-0.41
Open P8	-1.053	-0.354	-0.69↑	-0.640	-0.223	-0.41

Impact Statement of performance

Year 11

- At the time of writing, if 2018 National Averages were there would be a +0.30 closure in the gap between our PPG students and their peers nationally in 2018.

- The attainment gap between PPG students and their peers within the school increased by 4.1 points.
- The gap widened on the following measures: P8, P8 English, maths and within the Open bucket. However, P8 for the EBacc subjects had improved and therefore the gap had reduced.
- High Attaining students/disadvantaged students performed well with an improvement in attainment 8 and progress over time. The gap has also narrowed in both Progress 8 for both maths and the open bucket. The gap at 9-7 English & maths has narrowed with only a -0.6 P8 difference.
- 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.
- In terms of per subject analysis of performance of PPG students and their peers, the following subjects PP students achieved a higher residual than their peers: Construction, Art, English Language, French, Geography, PE, Science and RE.
- The average points gap between PPG students and their peers within the following subjects decreased: Computing, French, Geography, Music and Spanish.
- Gender - for the second year in succession girls have outperformed boys and the attainment gap has increased in terms of total attainment 8 scores. Girls attainment has fallen compared to 2018.
- Boys who are eligible for PPG funding did outperform their male peers from 2018 at 9-5 English and maths. Girls achieving 9-7 in English and maths has improved which is indicative of the strong performance of our DHAP students.

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

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

Total number of pupils on roll (11-16)	890
Number of pupils eligible for PPG	33 % (32% 2018-2019)
Number of pupils eligible for FSM	145 (281 FSM Ever 6)
Level of funding	£269,280.00

Breakdown of PP numbers in each year at Longfield Academy.

Year	Number of pupil eligible for PP	% of year
7	58	30.05%
8	61	34.27%
9	61	34.66%

10	61	35.67%
11	54	31.58%

The planned activities for 2019/2020 are listed below. An estimated cost has been applied to each activity. The expected impact of the strategies we are repeating in 2019-20 is expected to be the same or better as in 2018-19 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 2019/2020 Academic Year

Key: RA = Raising Achievement WD = Wider Development

Description	Action	Intended Impact /objective	Approximate Cost
Chromebooks for all Year 7 PP students <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	3%
Chromebooks for PP students in year 11 <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	Funded through PPG 2018/2019.
Motivational Initiative - Year 11 <i>B2, B4, B5, B6, B7, B9, B11, B12</i>	This is a 20 week programme for 18 targeted year 11 students that may have low aspirations, poor attendance, challenging behaviour etc. They will receive 1-2-1 guidance, coaching and mentoring as well as bespoke career guidance. This programme is based on internal competition that will add to its value and purpose.	Improved attendance Improved focus and effort in lessons Improved attainment and GCSE outcomes Post 16 destination secure resulting in no NEETs. RA & WD	1.4%
Recharge Motivational Sessions <i>B2, B4, B5, B6, B7, B9, B11, B12</i>	Selected students will participate in motivational workshops facilitated by Recharge. Students will participate in a series of interactive sessions focusing on setting goals, exercise and the importance of healthy	Raising aspirations Improved motivation and determination Improved attainment and GCSE outcomes Post 16 destinations become a reality	

	living, motivational speakers and nutritional advice and guidance.	RA & WD	1.4%
Learning Tutors through 'Tutor Doctor' <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	1.8%
Motivation / Revision Weekend in September 2020 <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 RA/WD	1.5%
Lease a 7 seater hire vehicle for the year <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. Modules 3 and 4 only.	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%
Payment for a member of staff to drive the minibus <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)	0.9%
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	Year 7, 8, 9 and 10 pupils encouraged to attend success lounge, where they can complete work with the support of a teaching assistant	Help students improve learning and to supply a safe environment for pupils to work after school hours. (RA)	

<p>literacy and numeracy catch up / support with homework.</p> <p>Use of LSAs in classrooms to support disadvantaged students - especially in English and maths <i>B1, B2, B3, B5, B7, B8, B10, B12</i></p>	<p>Learning Support Assistants to support PP students in addition to their designated statemented students to improve outcomes</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>38.5%</p>
<p>Revision sessions other interventions run throughout the year, including evening and school holiday sessions and early morning pre-exam sessions.</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>2.3%</p>
<p>Literacy Interventions including accelerated reader</p> <p>ReadingWise to be offered at tutor times for targeted students</p> <p>Learning Resource Manager</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 (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>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</p>	

<p><i>B1, B5, B6, B8, B9</i></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. 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 2020.</p>	<p>they can access more of the curriculum, raising their levels of attainment. (RA) 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>3.9%</p>
<p>Rewards <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>Three Behaviour Support Mentors employed to support students, especially those who are identified as PP <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>22.2%</p>
<p>Attendance and Welfare Officer <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>

	To ensure that pupils that attend respite sessions are able to attend through providing subsidised transport costs. 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 attendance Improved outcomes as they have mechanisms to help them manage their circumstance.(RA/WD)	10.8%
Transition Programme for year 6 students going into year 7 <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
Careers Mentoring <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
Mindfulness Programme <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	Not funded by PP
GRIT and resilience workshop offered to vulnerable PP students as part of wider student support <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
Trust Educational Psychologists <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)	1.2%
Attendance - Breakfast Club from 8am - 8.30 am	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.	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)	0.4%

Attendance rewards <i>B9</i>	<p>Those PP students who used the service in 2019-2020 will be given the provision from September.</p> <p>Offering rewards to both students and their parents for dramatically improving the student's attendance and sustaining that improvement.</p>	<p>Improved attendance Improved outcomes (RA/WD)</p>	
Peer-to-Peer Support <i>B2, B6, B8, B12</i>	<p>Using Sixth form English and maths students to tutor and offer support to PP students who are find aspects of English and maths difficult Reading Buddies</p>	<p>Improved engagement Improved attainment and outcomes. (RA)</p>	<p>1.2%</p>

The impact of spending and actions will be reviewed in August 2020 although some aspects will be reviewed on a modular basis to ensure they are having the desired impact.