

Longfield Academy Pupil Premium Strategy Statement – 2021 – 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Longfield Academy
Number of pupils in school	880
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	N Lindsay Head of School
Pupil premium lead	E Hickerson Assistant Head Teacher
Governor / Trustee lead	Bob Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 280,000
Recovery premium funding allocation this academic year	£ 40,746
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	£320,746

Part A: Pupil premium strategy plan

Statement of intent

It is our aim that all our pupils have a lifelong love of learning and want to extend their education beyond Longfield Academy. That all pupils, including those that are disadvantaged, are able to access high-quality learning that is aspirational and enabling and tailored to their needs. Through quality first teaching, a creative and focused curriculum design, an emphasis on optimising on the teacher-pupil relationship and ensuring high levels of literacy we will aim to ensure disadvantaged pupils achieve higher than 'others' nationally and in line with their peers. Disadvantaged pupils will also have access to a wide range of interventions within school, increased opportunities for reinforcement of learning and mentoring where appropriate.

We will provide an intensive welfare support service for pupils, parents and carers, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils thus enabling them to take advantage of the full learning experience on offer at Longfield. We will strive to facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, well-being and which will boost their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for pupils eligible for Pupil premium, although improving, are below school target. The attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been approx. 4% lower than for non-disadvantaged pupils. 8.7% of Pupil Premium pupils have been 'persistently absent' compared to 6% of their peers during this period. Absenteeism is having a negative impact on Pupil Premium pupils' progress.
2	The academy's number of Pupil Premium pupils has slightly decreased although the number is still high. It is important that these pupils' access fully all aspects of school life. The pupils at Key Stage 4 in Y11 have access to an Academic Learning Mentor to hear their voice and provide support, guidance and information about the opportunities school offers.
3	A small percentage of pupils have limited aspirations for their future, and this can result in them placing a ceiling on their own potential. The school has an excellent careers offer and its continued focus on supporting Pupil Premium pupils is essential. The pupils all have personalised support from our Careers Advisor

Challenge number	Detail of challenge
4	Historically pupils' reading and writing skills upon intake to Longfield are lower for those eligible for Pupil premium than for others, which is a barrier to them making good progress in Y7 and beyond. 2020 & 21 KS2 data does not exist. The academy will collect data, such as a pupil's reading age, throughout the autumn term and through the academic year. This will allow the Pupil premium profile to be established.
5	The suspension rate for disadvantaged pupils, including repeat suspensions, is higher than that of those non disadvantaged pupils. Suspension figures are higher than those seen nationally. Our exclusion data in 2018/19 (the last academic year completed in school prior to Covid) shows that the school is above national average.
6	Pupil premium pupils are more likely to struggle to have reliable access to technology whilst out of school. This will impact their ability to access remote learning and to use online revision tools.
7	Some pupils have had limited engagement in education during lockdown and have gaps in disciplinary knowledge.
8	Some pupils face significant challenges in their lives and have social, emotional, and mental health needs that prevent them from accessing the curriculum as they struggle with their resilience, confidence, and motivation. More pastoral and welfare support is required by these pupils.

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
To achieve and sustain improved attendance for all pupils, particularly our Pupil Premium pupils.	<p>Sustained high attendance from the period of 2021/2022 to 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4%. • By the end of our current plan in 2024/25, Disadvantaged pupils' attendance to be in line with other pupils in school.
An academic and learning mentor will be appointed to meet each Pupil Premium pupil as a minimum monthly to discuss progress, wellbeing and opportunities to take part in wider school life as well as support available.	Pupil Premium pupils increase their participation in extra-curricular activities. Barriers to learning are identified more readily and interventions put in place.
Pupil Premium pupils continue to access further education and complete their chosen courses.	Destination data demonstrates that pupil Premium pupils maintained in education

	is higher than national average for Pupil Premium pupils and equal to Non- Pupil Premium pupils.
Improved reading comprehension for Pupil Premium pupils across KS3 and KS4	Reading comprehension tests demonstrate improved comprehension skills for Pupil Premium pupils and a smaller disparity between the scores of Pupil Premium pupils and their non- Pupil Premium peers.
External Suspensions are significantly reduced.	External suspensions for Pupil Premium pupils are reduced and broadly in line with Non-Pupil Premium pupils.

Intended outcome	Success criteria
<ul style="list-style-type: none"> • Provide facilities and tools for pupils who lack access to the use of computers and the internet to ensure that they are able to access their full curriculum and are not disadvantaged • Provide resources and equipment to support study i.e. revision guides • Provide a space to study after school • Intervention provided support 1:1 and small groups. • Opportunities to complete homework effectively. 	<p>Engagement with TEAMS, laptops and computer equipment.</p> <p>Reduction in the recording of negative referrals for 'missed or poor homework' for Pupil Premium pupils across all year groups on Classcharts.</p>
Pupil Premium pupils continue to receive the welfare support they need to overcome the social, emotional and well-being barriers to learning they may experience.	Increased provision and access to internal and external support services such as counselling

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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy focussed syllabus in Key Stage 3 and 4.	Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:	3,4

<p>All KS3 pupils' access Accelerated reader programme and this is coupled with a reading and spelling package for all KS3 pupils.</p> <p>Reading classes allocated to targeted KS3 pupils to develop skills further.</p> <p>IDL & Fresh start package for targeted pupils.</p> <p>Reading – whole school priority with Inset provided to all staff. Literacy TLR post holder to deliver and track reading initiatives.</p>	<p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><u>word-gap.pdf (oup.com.cn)</u></p>	
<p>Purchase of FFT & SISRA that support the tracking of Pupil premium pupils.</p> <p>Training will be provided for staff to ensure systems are interpreted correctly.</p>	<p>Tracking gaps in knowledge can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	4,7

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure consistency in high quality of teaching for all pupils at all stages.</p> <p>All staff to ensure that the 'lost' learning gap is closed through consolidating prior learning (retrieval) and having high expectations with respect to the quality</p>	<p>Evidence from EEF suggest inclusive high-quality teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including Pupil Premium pupils.</p>	1,3,4,5,7

and return rate of homework set. High quality teaching and learning across the curriculum.		
Barriers to learning resources and inset delivered to all Teaching and support staff. Follow up session scheduled later in year to track progress. Barriers to learning identified for all Pupil Premium pupils at each reporting point with interventions identified.	Evidence from EEF suggest inclusive high-quality teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including Pupil Premium pupils.	3,4,7

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy curriculum specialist and SEN support officer employer to support pupils in all curriculum areas to support pupils.	Meeting individual needs – NFER How are more effective schools supporting disadvantaged pupils to succeed?	All
Identify KS3 & KS4 pupils for bespoke targeted academic support to help pupils overcome any barriers to learning and progress Recruit staff and select pupils for in school catch up tutoring.	EEF suggests that identifying small groups of pupils to work together is high impact for a moderate cost.	9

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

Budgeted cost: £120,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to monitor and work on improving attendance of all pupils and persistent absentees.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels Embedding principles of good practice set out in DfE's Improving School Attendance advice.	1
Pupil Premium group established and meet half termly to gather feedback from mentor, monitor attendance, behaviour, welfare and academic performance and review interventions.	The EEFR Guide to Pupil Premium states that a whole school approach is required, here major stakeholders from across school are included.	All

Activity	Evidence that supports this approach	Challenge number(s) addressed
New staff added to the welfare team to add capacity to support pupils pastorally and monitor behaviour and intervene and deescalate as necessary.	Meeting individual needs – NFER How are more effective schools supporting Disadvantaged pupils to succeed	1,5,8
Reduce suspension rates for disadvantaged pupils to bring in line with national average for non-disadvantaged pupils. Repeat offenders to be significantly reduced. No disadvantaged pupils to be permanently excluded.	Meeting individual needs – NFER How are more effective schools supporting Disadvantaged pupils to succeed	1,5,8

Provision of counselling services and external providers increased	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	8
Bespoke careers provision programme provided to Pupil premium pupils which extends into KS5. Opportunities to inspire most able Pupil Premium pupils through visits	Meeting individual needs – NFER How are more effective schools supporting Disadvantaged pupils to succeed	1,3,5,7
Contingency fund for acute issues	Based on our experience and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 320,746

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

1. Pupils have closed the gap to National Standards – literacy and numeracy

This data is difficult to compare as the 2021 cohort as in the previous year were assigned teacher assessed grades. In 2019 the average grade for Pupil Premium pupils nationally was 3.7 Longfield's 2021 was 4.09, progress was -0.45 nationally, -0.38 at Longfield.

The Year 10 predicted grades show Pupil Premium pupils doing well when compared to national data and against all pupils at Hurworth. Pupil Premium progress +0.05 (all pupils +0.12), attainment for Pupil Premium 4.64 (all pupils 5.25).

Due to Covid KS3 outcomes could not be compared statistically.

Individual subject areas provide learning materials when needed. During 2020/21 the focus of learning materials focussed on the provision of internet access during lockdown. All Pupil Premium pupils were afforded access to the curriculum during this period and their participation in lessons monitored throughout. Interventions were put in place if engagement fell.

2. Behaviour incidents involving disadvantaged pupils reduced to be proportionally in line with that of other pupils within Longfield

Numbers of suspensions for this academic year have reduced in raw terms but are still above national average. It is statistically difficult to make trend comparisons due to the effects of the pandemic over the past 18 months.

The highest numbers for suspensions came from persistent disruptive behaviour. An exclusion reduction strategy is in progress in order to identify residual/cultural/oppositional defiance issues, curriculum issues, remaining unmet need issues and negative behaviour.

2018/19 61 pupil premium pupils had Fixed term exclusions, the figure in 2020/21 was 46.

3. Schools overall attendance and the percentage of Persistent absentees improves towards national averages.

The impact of Covid for all pupils had a negative effect on attendance. For Sep19-March 20 the whole school stood at 94.12% with Pupil Premium pupils at 91.55% attendance. In the period Sep- Dec 2020 the whole school figure was 95.34% and Pupil premium stood at 92.82%.

4. Pupils are safeguarded and receive appropriate care within and outside of the school setting.

Safeguarding is provided to a high standard – verified by an external audit of provision in autumn 2021.

Support and interventions are provided on a pupil by pupil needs basis through both internal providers and external agencies. Provision and support is discussed daily at Live Screen and weekly at RAG and intervention and support is provided where necessary. This is revisited to attain impact at subsequent meetings.

5. Emotional wellbeing and social development of PP pupils to be addressed through the We are Longfield curriculum

All Pupil premium pupils access the We are Longfield PSHCE curriculum during timetabled lessons.

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
Accelerated reader	Renaissance
Fresh Start	Ruth Miskin
WRAT5	Pearson
WIAT3 – reading speed & comprehension	Pearson
DASH - handwriting	Pearson
FFT	FFT
SISRA analytics	Juniper
Literacy online	Edukey
IDL	IDLS Group
Start - Careers	Tees Valley Careers hub
Inspire	Middlesbrough Football Club