

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Longfield Academy				
Academic Year	2018-19	Total PP budget	£298,739	Date of most recent PP Review	N/A
Total number of pupils	935	Number of pupils eligible for PP	322.5	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.609	+0.14
Attainment 8 score average	33.24	50.2

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Pupils reading and writing skills upon intake to Longfield are lower for those eligible for PP than for others which is a barrier to them making good progress in Y7 and beyond.
B.	Pupils mathematical skills upon intake to Longfield are lower for those eligible for PP than for others which is a barrier to them making good progress in year 7 and beyond.
C.	A proportion of pupils have the potential to present behavioural issues within and outside of lessons which can have a detrimental effect on academic progress
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance and persistent absenteeism.
E.	Family capacity to support development due to financial and environmental factors.

F.	Emotional wellbeing and social development of many PP pupils can be weak and may pose a significant barrier to learning.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
A.	Progress rates within literacy for the PP pupils to increase to be in line with other pupils within Longfield and attainment/progress gaps diminish for the disadvantaged groups both internally and against all pupils nationally.	All pupils eligible for PP in all years make progress in line with their peers by the end of the year. Evidence will be collected using in school assessment data and external examination performance.
B.	Progress rates within numeracy for the PP pupils increase to be in line with other pupils within Longfield and attainment/progress gaps diminish for the disadvantaged groups both internally and against all pupils nationally.	All pupils eligible for PP in all years make progress in line with their peers by the end of the year. Evidence will be collected using in school assessment data and external examination performance.
C.	Behaviour incidents involving disadvantaged pupils reduces to be proportionally in line with that of other pupils within Longfield.	Fewer behaviour incidents recorded for those pupils eligible for PP, without changing recording practices or standards. Proportional rates of exclusions for disadvantaged pupils will reduce to be in line with other pupils. This will be measured through behaviour incidents logged on Classcharts, CPOMs and SIMs and will be monitored on a half termly basis
D.	Schools overall attendance and the percentage of Persistent absentees improves towards national averages. Measure – Schools overall attendance and percentage of Persistent Absentees against national averages and 2017/18 data.	Improved percentage or overall attendance. Improved attendance rates for Persistent Absentees from 2017/18
E.	Pupils are safeguarded and receive appropriate care within and outside of the school setting. Measure – The number of pupils and families supported through alternative care arrangements, Child protection plans, Child in Need and Early help.	Safeguarding is identified as outstanding through school self review and external view
F.	Emotional wellbeing and social development of PP pupils to be addressed through a Personal Development curriculum	Success may be evidenced in a number of ways including greater engagement in learning, improved attendance, improved behaviour, improved social skills and confidence.

## 5. Planned expenditure

Academic year

2018 - 2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that PP pupils perform in line with other pupils within Longfield Academy	Relentless focus on teaching & learning which will include a heightened awareness to the PP group and their individual needs	PP students on intake have proportionally more below standard for national tests combined for example current Y7 25% of the PP group are below national standard against 19% of whole cohort. Increased awareness of this will support accelerated learning through quality first teach principles	All staff use classcharts seating plan and clearly identify all PP students on these All departments complete proforma about the specific strategies used to support PP pupils in their areas All data collections to be fed back with PP as a discreet group to be analysed	NWI, SRA, HMO	All data collection opportunities
To ensure the levels of basic literacy and numeracy are developed across KS3	Levels of basic literacy and numeracy are developed across KS3	Research suggests that closing the gap early is the most effective way of ensuring that pupils make at least expected progress in both KS3 & KS4	Bedrock curriculum delivered across KS3. This promotes vocabulary and encourages reading. It teaches the pupils the academic vocabulary they need to succeed in school. MyMaths study programme delivered across KS3	PCA LRO	Termly

All PP pupils will have full access to all aspects of the curriculum regardless of their economic situation.	Necessary equipment, resources and uniform will be purchased to enable full participation	All PP pupils will have full access to all equipment, resources and uniform to enable full engagement in every aspect of the available curriculum and all aspects of school life.	Pastoral staff will be able to provide items via whole school budget and Department leads will provide resources and support via Department PP budget.	Pastoral staff Head of departments	Ongoing
All pupils to follow a Personal Development curriculum.	Pupils to develop resilience, emotional health and wellbeing.  Staff training and implementation of Personal Development curriculum.	Equipping pupils with the skills, knowledge and competencies, distinct from their academic work will help them succeed in the future. The personal development programme develops skills in Leadership, Organisation, Resilience, Initiative and Communication. It also focuses on Health and Wellbeing, oracy and careers	Monitoring and evaluation of the Personal Development programme. Time designated for staff training. Assembly schedule.	EHI	Ongoing
<b>Total budgeted cost</b>					£120000

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Levels of basic literacy and numeracy are developed across KS3	Provision of Teaching assistants in English and maths to improve progress of PP pupils. Specific interventions such as accelerated reader to be delivered over a set period of time. Progress to be monitored and tracked	OFSTED report 'Pupil Premium' suggests that using TAs to deliver highly structured interventions which are frequently evaluated is beneficial in closing the gap.	SENCo to oversee delivery of support and interventions and to evaluate impact. Termly data collection to monitor progress.	SENCo - JMO	Termly

<p>Reduce exclusions both fixed term and internal for PP pupils in line with other pupils at Longfield.</p>	<p>Continue to refine whole school behaviour procedures. pastoral Increased use of ClassCharts to facilitate early intervention.</p>	<p>Analysis of in school data indicates that those pupils in receipt of PP have higher levels of negative behaviour and increased numbers of exclusions. Target pupils, modify behaviours and follow Longfield procedures leading to reduced time outside of learning environment.</p>	<p>Reduce the risk of exclusion of most vulnerable PP pupils. Behaviour monitoring through ClassCharts, Year leader support and interventions. Daily meetings of Pastoral team. Duty manager system</p>	<p>PHA Year leaders</p>	<p>Ongoing Termly through Governor reports</p>
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<p>Provide in house pastoral and wellbeing support including interventions and support programmes. These are bespoke and provide tailored support for individual needs.</p>	<p>Develop pupils' resilience and self regulation.</p>	<p>High proportion of PP pupils are on vulnerable register. High proportion of PP have incidents of IE and behaviour challenges that detrimentally effects their learning.</p>	<p>Longfield employs a whole child approach and staff have a clear understanding of pupils' individual needs.</p> <p>The pastoral team works closely as part of a multi-agency team to identify and support individual needs.</p> <p>Emotional Wellbeing Officer to provide bespoke support plans and interventions.</p> <p>Counselling services provision increased to two day to assist in the removal of barriers to learning</p> <p>Pupils accessing this support and enhanced provision will be closely monitored during and after interventions. The success may be evidenced in a number of ways including greater engagement in learning, improved attendance, improved social skills and confidence, reduced school related anxiety, improved home/school engagement.</p>	<p>PHA/ EHI Pastoral team</p>	<p>Ongoing</p>
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<b>Total budgeted cost</b>					£120000
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To increased attendance rates for pupils eligible for PP and to reduce Persistent Absenteeism	Improved attendance rates for pupils eligible for PP and a reduction in PA's Attendance Officer employed to monitor pupils and follow up quickly on trancies. First day response provision.	Attainment for children can not be improved if they are not attending school. PP pupils attendance levels are below those of other pupils.  All efforts are made to encourage pupils to attend and as a result overall attendance is improving.	Attendance Officer is managed and directed by Assistant Headteacher who ensures prompt and focussed impact with non attenders. Attendance is high profile amongst the staff and pupils. Attendance is a key element of the weekly Pastoral RAG meetings. Twice monthly attendance rewards and attendance league.	PHA JBR	Weekly – RAG Termly
To support KS4 PP pupils to achieve greater progress in all subjects and raise aspirations and the importance of remaining in education	PP to achieve their full potential and progress onto appropriate post 16 pathways.	At Longfield we want all PP pupils to realise their full potential and experience learning within a post 16 environment.	Regular timetabled visits from colleges and post 16 providers organised by the careers lead to raise profile of post 16 opportunities. Mentoring support provided by teaching staff. Rewards league for attendance at interventions.	SRA NWI	Termly
<b>Total budgeted cost</b>					<b>£59000</b>

## 1. Additional detail

At Longfield Academy we believe that every pupil has the ability to achieve their potential and that we should make every effort to remove any barriers that could restrict this progress. All children have different abilities and aptitudes and it is our duty to identify these strengths and nurture them so that our pupils are confident. PP spending is only ever a conservative estimate. In reality the spending may be far greater and this is essential to the school ethos.

However, it must also be recognised that some pupils make slower progress than we might normally expect and this can be due to any number of reasons. It is our duty to remove these barriers wherever possible and this is where the Pupil Premium can support progress.

We may offer support in accessing school trips and excursions to allow them to fully access the curriculum.

1. If the visit is judged to be essential for the curriculum the school will cover the full cost of the visit costs incurred for those who attract Pupil Premium funding.
2. If the visit is judged to be desirable for the curriculum but not essential the school will cover a proportion of the cost of the visit for those who attract Pupil Premium funding.
3. If the visit is judged to be additional to the curriculum and not essential (for example the ski trip) the school will not contribute to the cost of the visit.



