

PUPIL PREMIUM 2020-2021

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 the Pupil Premium 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. Funding for interventions is agreed with that Local Authority.

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.' However, through our provision we aim to help broaden the support we offer to other groups of students where appropriate. At present **34%** of our students receive PPG funding. **20.9%** of our students are defined as the most disadvantaged as shown as being those presently eligible for Free School Meals.

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 2020/21.

How were the barriers identified?

Detailed analysis of performance data, teacher/pastoral referrals and 1-2-1 interviews to identify barriers. College teams alongside the SEND and Student Support then plan interventions accordingly.

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;
- To ensure that students have what they need to be able to access a blended learning provision;
- 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;¹
- 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.

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

Funding 2020/2021 - this is based on our census in January 2020

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

Total number of pupils on roll (11-16)	887
Number of pupils eligible for PPG	303 = 34% (33% 2019-2020)
Number of pupils eligible for FSM	186
Post-looked after students	4
Children Looked After	16 (working with 5 different local authorities)
Service Children	0
Level of funding	£230,155

Breakdown of PP numbers in each year at Longfield Academy.

Year	Number of pupil eligible for PP
7	58
8	63
9	63
10	61
11	58

The planned activities for 2020/2021 are listed below. An estimated cost has been applied to each activity.

Spending and Actions budgeted for 2020/2021 Academic Year

Key: RA = Raising Achievement WD = Wider Development

Description	Action	Intended Impact /objective	Approximate Cost
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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	
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. This has supplemented through the Leigh Academies Trust chromebook initiative in Module 4 of 2020.	Help students complete work both within the Academy and at home. This will aid revision and other online materials needed to be successful. RA	£7800
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	£250
Elevate 'Ace the Exam' Intervention Session - Year 11 <i>B2, B4, B5, B6, B7, B9, B11, B12</i>	This bespoke day programme will be scheduled prior to the students first major set of PPEs. The aim is to provide the students with guidance and strategies that are proven to work in helping students achieve their potential. For so many students, the exams are hard to navigate and this session will help alleviate some of those concerns.	Improved confidence Improved knowledge and understanding on how to be successful in exams Improved performance in the PPEs RA WD	£1175
Headstart Programme 2020/2021 - *this is dependent on Covid Restrictions being lifted	This initiative is aimed at providing our students with support and guidance through mentoring, workshops and assemblies. 1-2-1 mentoring will also be available. The aim is to develop resilience and raise their awareness of mental health for themselves and others.	Motivated to learn Improved attendance Improved awareness of their own mental health Improved resilience Improved awareness of the importance of keeping physically fit. RA & WD	costings unknown at present
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	Raising aspirations Improved motivation and determination Improved attainment and GCSE outcomes Post 16 destinations become a reality	

*this is dependent on Covid Restrictions being lifted	goals, exercise and the importance of healthy living, motivational speakers and nutritional advice and guidance.	RA & WD	£1500
Learning Tutors - through existing contacts to support English and maths progress <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. This will help students catch up lost learning through being in lockdown.	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	£7594
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)	£250
Success Lounge for pupils in year 7, 8, 9 and 10. Three sessions per week are offered after school between 3.20 – 4pm, focusing on literacy and numeracy catch up / support with homework.	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)	£250
Use of LSAs in classrooms to support disadvantaged students - especially in English and maths <i>B1, B2, B3, B5, B7, B8, B10, B12</i>	Learning Support Assistants to support PP students in addition to their designated statemented students to improve outcomes	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	£82,875
Revision sessions and other interventions run throughout the year, including evening and school holiday sessions and early morning pre-exam sessions.	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.	Improved attainment for PP pupils and other targeted groups through focused intervention. (RA)	

<i>B1, B2, B4, B5, B7, B8, B10 B12</i>			£7500
Literacy Interventions including accelerated reader	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)	To improve PP pupils reading ages so they are in line with their chronological age. (RA)	£1000
ReadingWise to be offered at tutor time for targeted students	To offer additional literacy support to the weakest year 7 pupils to boost their basic reading ability and comprehension	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)	
Learning Resource Manager <i>B1, B5, B6, B8, B9</i>	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 provides a location for more vulnerable pupils outside of lesson time. To liaise with the HAP coordinator to facilitate programmes such as the Brilliant Club with our year 8 most able disadvantaged students in summer 2021	To improve literacy levels and encourage reading at school and at home. Ensure that all pupils have access to the same reading materials and resources so PP pupils are not disadvantaged and continue to make good levels of progress. (RA/WD)	
Rewards <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)	£825
Three Behaviour Support Mentors employed to support students, especially those who are identified as PP <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)	£66,825
Attendance and Welfare Officer <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.	Increased rates of attendance for PP students to at least 95%. (RA)	£3000

	This will include, parental meetings, and home visits where applicable.		
Alternative provision <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)	£6800
Kent and Medway Progression Federation (KMPF) programme of activities <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 organised through the science department. World Language Day – June 2021 at the Medway Campus Year 10 - University of Kent Summer School – July 2021 Year 9 Canterbury Christchurch University Summer school - July 2021 Year 10 University of Kent Summer School - July 2021	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
Student Well-being <i>B1, B2, B4, B5, B6, B11</i>	Support for curriculum resources and equipment. <ul style="list-style-type: none"> • Extra Curricular Activities • Uniform • Books/ revision materials • Club memberships etc Please note, this is on a case by case basis depending on year, programme of study and level of need.	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)	
School trips <i>B2, B6, B9, B11</i>	Specific GCSE educational trips aimed at raising aspirations of PP and contributing to their academic success.	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)	£9195
Student Support Services <i>B1, B3, B9, B10, B12</i>	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	To improve PP student's ability to access the curriculum, behave appropriately, increasing their levels of progress and attainment. (RA/WD) Improved self-esteem Improved attendance	

Peer-to-Peer Support <i>B2, B6, B8, B12</i>	Using Sixth form English and maths students to tutor and offer support to PP students who are finding aspects of English and maths difficult Reading Buddies	Improved engagement Improved attainment and outcomes. (RA)	Not funded through PPG
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The impact of spending and actions will be reviewed in August 2021 although some aspects will be reviewed on a modular basis to ensure they are having the desired impact.

Impact of Pupil Premium Funding 2019-2020

Analysis of Performance (P8)

It is important to note that due to COVID 19, Ofqual's decided to award students grades based on a Centre Assessed Grades and the algorithm used by the exam boards.

	PP	Non-PP	GAP
2020 - Actual against non-pp in school	-0.66	+0.23	-0.89
AWAITING NATIONAL AVERAGES FOR 2019 RESULTS TO DRAW COMPARISONS ON THE GAP BETWEEN THE PPG STUDENTS AT LONGFIELD AND THEIR PEERS NATIONALLY.			
2019 Actual against non-pp in school	-0.64	-0.08 (0.13 if using 2018 national average)	-0.56 (-0.77)
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 - the diverse nature of our disadvantaged cohort should be	Performance of Disadvantaged	Performance of Disadvantaged
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considered when analysing the performance data.	students by sub-group status 2020	students by sub-group status 2019
NOT IN BUILDING STUDENTS - disadvantaged students that did not conclude their education at Longfield Academy but were included in the statistics	2.19 (3 students)	-3.56 (2 students)
2020 STUDENTS WITH EHCP (based in the Spectrum Centre)	-0.68 (3 students)	-1.1 (5 students)
2020 - 3 CIC	-1.24 (3 students of which 1 was based in the Spectrum Centre)	-1.01 (Two of these students were based in the Spectrum Centre)
2020- 17 PA (<90%)	-1.32	-0.622