

Pupil premium strategy statement

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	877
Proportion (%) of pupil premium eligible pupils	28.79% (252 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	29th September 2021
Date on which it will be reviewed	29th September 2022
Statement authorised by	
Pupil premium lead	Joy Liasu
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,137.50
Recovery premium funding allocation this academic year	£31,000
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	£272,137.50

Part A: Pupil premium strategy plan

Statement of intent

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 28.79% of our students receive PPG funding.

Our ultimate objective is to close the attainment gap between our disadvantaged students and other students. We will do this by providing more student support via teaching assistants, mentors, additional classes and learning resources to disadvantaged students. We will encourage opportunities to see how the world works outside of their local communities in order to heighten their aspirations. To improve student assertiveness by providing leadership opportunities and deploying a robust student leadership scheme.

The key objectives of our plan is to provide a yearly Activities Week where students are taken through a range of skills and industries to improve their personal aspirations and increase exposure to the wider world. We also want to make school a more engaging place to be, by providing courses and activities that can be done along with their classroom learning e.g. music lessons.

The key indicator for the impact of this measure will be an increase in the attainment of disadvantaged students, an increase in attendance, a reduction in the number of students presenting anxious behaviour and a notable reduction in student passivity in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	High Passivity: Student passivity is a serious barrier to the learning and development of our most disadvantaged students. More study support outside of the classroom and guidance towards independent study, homework and revision will help promote a proactive attitude to learning

	and a sense of ownership over their own progress. Opportunities to develop and celebrate leadership skills will have a positive impact on the mindset of our pupils and their capacity to take on responsibility enthusiastically.
2	Low attendance: Our most disadvantaged students have lower attendance figures. Historic attendance issues and poor punctuality, much of which is parentally condoned
3	Limited extra curricular opportunities: Disadvantaged pupils have limited outdoor experiences and opportunities to develop skills or interests e.g music, sports, technology, business. Increasing their exposure to these fields will support their learning, build confidence and improve their mindset towards acquiring transferable skills.
4	Limited access: Not all students have access to a suitable device or stable internet to complete school work. The school is becoming increasingly digital with all homework being set online and all lessons available online for revision. Disadvantaged students who do not have appropriate access will be disadvantaged further. Disadvantaged pupils also have less access to equipment and learning resources including scientific calculators and revision guides.
5	Special Educational Needs - Low Literacy & Numeracy
6	High levels of anxiety especially in relation to exams/assessment

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
Increase aspirations: All disadvantaged students have taken part in at least one school trip a year. Some are targeted for developing additional extra-curricular skills	All students attend activities week in July each year with the intention of expanding their horizons and exposing them to the wider world. Some take extra lessons throughout the year to build skills.
Increase assertiveness: All disadvantaged students will have taken part in at least one student leadership project e.g volunteering during a school event, fundraising. Some will have taken on a student leadership role e.g. Form Captain, School Council	All student leaders are appointed and a system for appointing on a rotational basis has been established. Student leaders are recognised with a certificate for each opportunity they take up. They will be rewarded and recognised for this, with a Leadership Point system.
Improvement in attendance because there are more reasons to come to school.	Attendance is above 95%
Increase access: For all students to have access to a suitable device and internet access to complete work, as well as revision guides or scientific calculators.	All students have access to a working device whether personally owned or loaned from the school. A loaning scheme is available for students.
Close attainment gap	Targeted small group interventions in Maths English and Science with Catch up mentors.

	Provide transport, including taxis, for PP students who rely on coaches to travel home after intervention.
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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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Revision Classes</i>	Education Endowment Foundation (2020) Impact of school closures on the attainment gap: Rapid Evidence Assessment, London: Education Endowment Foundation.	1,5,6

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

Budgeted cost: £122,277

Broad Evidence:

<https://longfieldacademy.org.uk/wp-content/uploads/2016/02/suttontrusttoolkit.pdf>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch Up Literacy & Numeracy Mentors</i>	Education Endowment Foundation (2020) Impact of school closures on the attainment gap: Rapid Evidence Assessment, London: Education Endowment Foundation.	1,5,6
<i>Teaching Assistants Interventions Teacher VCR</i>	Cullen, M.A., Lindsay, G., Hastings, R., Denne, L., Stanford, C., Beqiraq, L., Elahi, F., Gemegah, E., Hayden, N., Kander, I., Lykomitrou F., Zander, J. (2020). Special Educational Needs in Mainstream Schools: Evidence Review. London: Education Endowment Foundation. The report is available from: https://educationendowmentfoundation.org.uk .	1,5,6 1

	org.uk/public/files/Publications/Send/EEF_SE ND_Evidence_Review.pdf	
<i>Chromebooks</i>	Lewin, C., Smith, A., Morris, S. and Craig, E. (2019). Using Digital Technology to Improve Learning: Evidence Review. London: Education Endowment Foundation. The report is available from: https://educationendowmentfoundation.org.uk/public/files/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf	4

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

Budgeted cost: £118,891

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour Mentors</i>	Moore, D., Benham-Clarke, S., Kenchington, R., Boyle, C., Ford, T., Hayes, R. and Rogers, M. (2019). Improving Behaviour in Schools: Evidence Review. London: Education Endowment Foundation. The report is available from: https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf	1
<i>Student Support Team</i>		3
<i>Alternative Provision</i>		1
<i>% AWO Recharge</i>		3
<i>% Ed Psych Recharge</i>		2

Total budgeted cost: £246,168

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.

Previous Objectives

- To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier; - *Increased number of parents signing up to FSM.*
- To focus on improving numeracy and literacy skills; - *Numeracy and Literacy found to be effective and will continue to be a part of our strategy.*
- To continually improve the Academy's school assessment procedures; - *New HOC appointed to implement improved assessment procedures.*
- To continue to closely monitor pupil attendance and use a range of strategies to improve attendance rates for these pupils - *attendance rates continue to be an issue, COVID and anxiety being a major factor. This will continue to be an important aspect of our pupil premium strategy.*

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)