



Longcroft School and Sixth Form

Pupil Premium Plan 2020-21

Schools receive additional funding on the basis of the number of pupils they have who are eligible for Free School Meals, are a Child in Care, are Adopted from Care or have left Care, or a Service Child. This additional funding is called the Pupil Premium Grant and is aimed at socially disadvantaged pupils. The aforementioned grant is used to fund the programme of interventions with the specific focus, to narrow gaps in progress and attainment for disadvantaged pupils and where necessary provide a holistic approach to meeting the needs of each of these pupils. The aim for all our pupils eligible for Pupil Premium Grant is that they perform better than non-disadvantaged pupils nationally.

- Rigorous Monitoring and Evaluation and regular Multi Agency meetings review the unmet needs of all our pupils, ensuring that the needs of socially disadvantaged pupils are addressed
- In making provision for socially disadvantaged pupils, we recognise that not all who receive free school meals will be socially disadvantaged and not all socially disadvantaged pupils will be in receipt of free school meal.
- Pupil Premium Grant will be allocated, therefore, to classes, groups or individuals identified as a priority. By implication not all children receiving free school meals will be in receipt of pupil premium interventions at any one time but every student within the categories of vulnerability will have their needs and progress regularly evaluated by Senior Leadership.

Funding Allocations

The Pupil Premium Grant Breakdown 2020-2021.

- £955 for each pupil in Year 7-11 entitled to FSM (Ever 6)
- £2345 for each Looked after pupil
- £2345 for each child adopted from care or who have left care
- £310 for every service child

Eligibility 2019-20 & Definitions

FSM (Ever 6) The pupil premium grant for 2020-21 includes pupils recorded in the January 2020 school census who are known to have been eligible for free school meals (FSM) since May 2014, as well as those first known to be eligible at January 2020.

Looked-after children (LAC) The pupil premium grant for 2020-21 includes pupils recorded in the January 2020 school census who are known to be, defined in the Children Act 1989, in the care of, or provided with accommodation by, an English local authority.

Children adopted from care or who have left care The pupil premium grant for 2020-21 includes pupils recorded in the January 2020 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as Post-LAC in the conditions of the grant.

Service child (Ever 6) For the purposes of these grant conditions, Ever 6 Service child means a pupil recorded on the January 2020 school census who was eligible for the Service Child Premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2020 school census.

For the purposes of this document the pupils falling into the categories of FSM (Ever 6); Looked-after children and Children adopted from care or who have left care are referred to as the Disadvantaged cohort.

Provision

The following is a brief summary of the types of additional support provided:

- 12 week Literacy and Numeracy Intervention programmes
- Reading and Speech and Language programmes
- Mentoring and coaching schemes – reduce persistent absence/increase engagement with core subjects
- Key Stage 4 boosters – After School Classes and Subject Specific Boosters
- One to One sessions for Maths/English and revision guides, software
- Homework clubs and lunch time drop-ins, peer mentor training
- Rewards scheme and extra- curricular activities – linked to improving attendance and attainment
- Named worker for key pupils with multiple social deprivation indicators

Summary Information

Academic Year	2020-21	Total PP Budget	£180,815	Date of next review of this strategy	Sep 2021
Total Number of Pupils	947	Number of pupils eligible for PP funding	231 (24%)		

Attainment of disadvantaged pupils

	Disadvantaged pupils		
	2017-18	2018-19	2019-20 (Centre Assessed)
Number of disadvantaged pupils in year 11	33	28	34
Attainment 8 Score average	39	29	40
Progress 8 score average	-0.87	-1.34	-0.35
% English and Maths 4+	61%	32%	59%
% English and Maths 5+	33%	18%	29%
Progress 8 English	-0.87	-1.34	-0.56
Progress 8 Maths	-0.65	-1.15	-0.25
Progress 8 Ebacc	-0.92	-1.16	-0.07
Progress 8 Open	-1.19	-1.67	-0.56
% Ebacc 4+	0%	0%	6%

Barriers to future attainment of pupils eligible for PP funding

<p align="center">Barrier 1</p> <p>Lack of engagement in high-quality learning activities during lessons of some pupils eligible for PP funding</p>	<p align="center">Barrier 2</p> <p>Low attendance and poor engagement with family</p>	<p align="center">Barrier 3</p> <p>Weak literacy and numeracy skills and a deficit in spoken and written vocabulary</p>	<p align="center">Barrier 4</p> <p>Lack of access to equipment, resources and experiences to support learning</p>
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<p align="center">What do we want to achieve?</p> <p>Improve the positive engagement in high-quality learning activities of disadvantaged pupils</p>	<p align="center">What do we want to achieve?</p> <p>Improve the attendance of all pupils, closing the gap between disadvantaged pupils and their peers in line with the School's Attendance Policy</p> <p>Increase parental participation of disadvantaged families at events such as parent's evenings information evenings</p>	<p align="center">What do we want to achieve?</p> <p>Eliminate the difference in understanding and use of key vocabulary and numeracy skills between pupils of similar age and ability.</p>	<p align="center">What do we want to achieve?</p> <p>Ensure all the practical needs of all our learners are met to ensure they can access their learning with ease both within and beyond school.</p> <p>Regardless of background, pupils will be provided with the rich and varied experiences required to derive full benefit from all aspects of the formal curriculum</p>
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<p align="center">What will success look like this year?</p> <p>Positive attitudes to learning supports strong progress of disadvantaged pupils in all year groups, reducing the gap in comparison to non-disadvantaged peers (previously -1.1 in 2019). SMART (realistic) target to reduce gap to national (-0.5).</p>	<p align="center">What will success look like this year?</p> <p>Target of 97% attendance for all pupils including disadvantaged. Individual pupils' attendance improves compared to the previous academic year.</p> <p>Pupils feel supported in their attendance and are able to catch up from periods of absence.</p>	<p align="center">What will success look like this year?</p> <p>Disadvantaged pupils in Year 7 make more progress by the end of the year so that at least 50% exceed progress targets and 100% meet expected targets in English and maths. This needs to be maintained over time to ensure achievements are sustained and grow up through the school.</p>	<p align="center">What will success look like this year?</p> <p>Lack of equipment and resources will not prevent any pupils from accessing their learning.</p> <p>Deficits in cultural and scientific capital will be filled. Pupils are able to extend their cultural capital due to targeted resources.</p>

Identified barrier and what we hope to achieve	Approaches to be implemented	What evidence do we have that this approach has the potential to be successful?
<p>1. Improve the engagement in high-quality learning activities during lessons so disadvantaged pupils make strong progress within and between lessons</p> <p>Budgeted Cost: £17,415 TLR x3 for core subject CLS + 1 lesson p/w £20,250 TA support for DVA £1,000 PEP support £8,000 Department bids £3,050 MyTutor online tutoring programme</p>	<p>Departmental Reviews with Deputy Head - School Standards to explicitly comment on provision for the disadvantaged pupils. Take a sample of twenty disadvantaged pupils for pupil voice in this activity with their books. Transcript to be taken and published within the report. Books to be compared to pupils identified as of a similar ability and evidence to be recorded using key criteria and photographs, to identify any gaps.</p> <p>Introduce a staff voice cycle to the Monitoring and Evaluation calendar – in which staff who are making great gains with disadvantaged pupils are invited to meet with CLs and SLT to share good practice as part of the CPD programme.</p> <p>Identify disadvantaged pupils class-by-class that are underachieving during the monitoring and evaluation cycle. Form action plans with Curriculum Leaders to address underperformance by placing pupils and students on Academic Support Plans.</p> <p>Departments submit bids to Deputy Head - Care and Achievement for projects aimed at improving engagement within their subject or improving progress. This will also need to evidence how the Action Research will be disseminated.</p> <p>Pupils whose progress is below expectation in Year 11 are provided with one to one/small group tuition after school for one hour per week. Extend programme to pupils in year 7 (early response) and year 8 (identified high need).</p> <p>Army Welfare Service Community Support provide a short programme for disadvantaged pupils dealing with re-engaging, social connections, responsibilities, adjusting back to the structured environment, dealing with worries, conflict and other challenges. The purpose of the programme is to address or remove social and emotional barriers to positive engagement in all aspects of school life and learning.</p>	<p>EEF T&L toolkit finds that strategies to improve the quality of feedback between pupils and teachers has a strong positive impact on pupils' achievement.</p> <p>Research demonstrates that improvement in the overall quality of teaching in classes have a greater impact on disadvantaged pupils than others in the class.</p>
<p>2. Improve attendance and engagement with disadvantaged families</p> <p>Budgeted Cost:</p>	<p>CA / HOS / AHT meetings with parents to discuss attendance and the direct link to pupil progress and academic outcomes. Improved disadvantaged pupil subject engagement and progress, prioritising Year 10 and 11.</p> <p>Create a monitoring and evaluation calendar for attendance to ensure pupils at each stage of the system receive appropriate intervention.</p> <p>Issue Academic Support Plan to those who are not succeeding (where attendance continues to fall) with the additional support already in place.</p>	<p>FFT analysis of P8 score by attendance percentile demonstrates a very high degree of linear correlation.</p>

<p>£18,300 EWO 2 days p/w</p> <p>£24,225 DVA C&A Coordinator</p> <p>£1,000 weekly attendance rewards (£5 per year group)</p>	<p>Appoint a dedicated Disadvantage Care & Achievement Coordinator to work with the DHT Head of Care and Achievement to extend outreach support (focused on attendance and educational progress) by building relationships with families in challenging circumstances through targeted parental liaison and home visits. (Appointment to be confirmed by governors)</p> <p>Agree intervention list with Deputy Head: Head of Care and Achievement prior to commencement of 1 to 1 mentoring sessions led by the Attendance Officer with C&A to improve Disadvantaged pupils' attendance and engagement – to be reviewed in April 2021.</p> <p>'PP first' approach to opening bookings for parent's evenings and other opportunities to engage with the school. 'PP first' approach to making year 7 'settling in' calls and meeting agendas for behaviour and attendance meetings.</p>	<p>EEF T&L toolkit finds that strategies to improve parental engagement have a moderate positive impact on pupils' achievement.</p>
<p>3. Improve core literacy and numeracy skills of disadvantaged pupils where they are below other pupils of similar age and ability</p> <p>Budgeted Cost:</p> <p>£48,650 Staffing (@TA 17)</p> <p>£2350 TA Support for Lexia</p> <p>£3,500 Bedrock Vocabulary</p> <p>£6,400 Accelerated Reader</p>	<p>Stars Literacy/Numeracy screening Y7-8 completed to identify pupils with core skills lower than others of similar age and ability. A focus on high quality wave one intervention in classes to support the development of core numeracy and literacy skills throughout KS3 to support success in KS4. Accelerated reader programme to be developed and literacy lead to maintain and track uptake and usage by DVA pupils in years 7 and 8.</p> <p>Acceleration teaching groups to narrow the gaps in attainment, delivered by English and Maths teachers or other specialists (small group) but with a plan in place to ensure they can transition to mainstream classes smoothly.</p> <p>Catch-up pupils to receive one to one support for reading and spelling through: reading registration for pupils whose reading age is under 10, and Lexia sessions.</p> <p>Period 5 reading intervention classes to be provided in the library for those pupils identified through PTS and STARS assessments as requiring additional support. DVA pupils to be targeted to attend - facilitating access to high quality reading materials and develop reading skills.</p> <p>Provision of digital vocabulary curriculum (Bedrock vocabulary) that teaches essential tier 2 words, root words and academic verbs. All new language is embedded in original stories and non-fiction texts to increase regularity of reading high-quality texts. Whilst supported by teachers, pupils will access the online curriculum independently; the language each student studies is appropriately challenging for the individual.</p>	<p>KS3 PTS assessments (Oct 2020) demonstrate a significant widening of DVA gap in reading and writing skills – greater than the gaps in maths or science.</p> <p>Research suggests that as a student progresses through school, they need to be adding at least 3,000 words to their vocabulary per year (Beck, McKeown & Kucan, 2002) if they are to keep up with increasingly challenging curriculum texts.</p>
<p>4. Provide equality of access to equipment,</p>	<p>Financial support to allow Disadvantaged pupils to access to visits that are part of the formal curriculum - plan spend for 2020-21 and extend invitations to parents in advance, detailing trips that are forthcoming.</p>	<p>Successive EPI reports have highlighted the lack of experiential</p>

resources and experiences to support learning Budgeted Cost: £15,000 £2,000 – late buses/taxis	Develop a referral system to ensure pupils are directed to attend homework club for accumulation of codes and as an intervention for pupils that fall behind. Parent’s receive formal notification of concerns in writing and inviting their support. Contact from C&A coordinators to identify IT barriers to access (password resets, hardware requirements etc.) and actions taken to address these on an ongoing basis.	opportunity available to disadvantaged families, alongside access to basic educational facilities, as a strongly contributing factor to educational underachievement
	Develop a trigger system so that pupils receiving homework comments are entered for homework club as a detention.	
	Revision guides, revision cards and equipment (including scientific calculators, exam packs and stationary) supplied as required to ensure that Disadvantaged pupils are supported in learning and revision for exams. Clothes are also provided as required to disadvantaged pupils to ensure consistency in presentation of uniform standards.	