

Pupil premium strategy statement

1. Summary information					
School	Lynch Hill Enterprise Academy				
Academic Year	17/18	Total PP budget	£79,007.50	Date of most recent PP Review	
Total number of pupils	430	Number of pupils eligible for PP	82 (122)	Date for next internal review of this strategy	Feb 2018

2. Current attainment ¹		
	Pupils eligible for PP	Pupils not eligible for PP ²
% achieving 5A* - C incl. EM. (% attaining 3+ in both Eng & Maths) ³	55.0%	59.0%
% achieving expected progress in English / Maths (% On/Above Target in both Eng & Maths)	40.0%	35.6%
Progress 8 score average (Modelling during Year 9) ⁴	-2.27	-2.41
Attainment 8 score average (Modelling during Year 9)	30.94	30.47

¹ Performance measures do not apply to current cohorts, measures, indicated in bold, used are through school progress data and modelling of actual performance measures, and are taken from the current Year 10 cohort at the end of Key Stage 3.

² National figures do not exist for our current cohorts. Comparisons made are internally using school progress and attainment data.

³ These figures are based on students attaining at a level equivalent to a GCSE grade 3 in both English AND Maths.

⁴ Progress 8 scores are hugely affected at this point as the modelling uses attainment during year 9, rather than actual GCSE results two years later. It is worth noting however that at this stage, very little difference exists between disadvantaged and non-disadvantaged pupils within our school in either Progress or Attainment.

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	<u>Low literacy levels.</u> These present a significant barrier to students' access to the wider curriculum. A large proportion of students eligible for the PPG arrive at LHEA with lower literacy levels. (Y10, 60.0% of the Catch-up Premium cohort are eligible for the PPG, in Y9 this figure is 42.9% and in Y8 it is 26.5%. Overall, 18.3% of the PP cohort in years 8-10 did not meet the expected standard at the end of KS2 and thus attract the Catch-up premium funding)
B.	<u>Reduced study skills, low aspirations and poor attitudes towards education.</u> Students do not have sufficient independence and resilience to support them in the pursuit of academic qualifications. Many students eligible for the PPG require greater support in and out of school to ensure they have the best chance possible to achieve.
C.	<u>Teaching does not yet consistently support the learning needs of students eligible for the PPG.</u> Progress data reveals variation in the attainment and progress of students eligible for the PPG and their non-disadvantaged peers in some subjects. Greater consistency in teaching, assessment and feedback is required to better support these students.
D.	<u>Most Able Disadvantaged students are not all achieving their potential.</u> Some of the Most Able Disadvantaged students (MADs), while making good progress, are not making the accelerated progress of which they are capable, reducing their chances of attaining high grades and realising aspirations of further and higher education. These students require more regular mentoring.
E.	<u>SEN and Pupil Premium.</u> Students eligible for the PPG who also have SEN are at greater risk of not realising their academic and personal potential than their peers. These students need highly tailored support plans produced in consultation with the Family Support Worker, SENDCo, and Key Stage Leader.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance of students eligible for the PPG can be further improved. Low attendance restricts the face to face time that students experience with qualified subject specialist teachers, and limits the progress and attainment of which they are capable. It also makes it difficult to implement other support and interventions. More frequent home-school liaison is required, with specialist plans in place. Overall attendance is 95.25% (PP 92.41%). PA students demonstrate attendance of 78.09%, PP PA – 73.46%.
G.	Many students eligible for the PPG do not have access to an appropriate study environment outside of school. This can reduce the learning and enrichment opportunities, devalue independent study and education more widely, and lower aspirations. Greater parental engagement is required to ensure students and their families receive support and guidance to enable the students to achieve.
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
	Success criteria

A.	Students achieve higher levels of literacy in order to better access the curriculum.	<ul style="list-style-type: none"> • Increased Reading Ages. • Increased student – teacher dialogue both orally and in feedback. • Increased attainment and progress across the curriculum but especially in English. • Improved oral contributions in lessons, and better student/teacher dialogue both orally and in feedback/reflection.
B.	Improved independence and resilience demonstrated in students' classwork and homework.	<ul style="list-style-type: none"> • Increased completion of classwork and homework • Increased participation in lessons. • Increased ability to meet deadlines. • Improvements shown in Self-Awareness / PASS questionnaire. • Increased attainment and progress across the curriculum.
C.	Teaching, Assessment and Feedback consistently supports the needs of all students, including those eligible for the PPG	<ul style="list-style-type: none"> • Monitoring shows increased planning for the needs of all groups, including those eligible for the PPG, and the impact of this is evident. • Increased participation in lessons. • Improved completion of activities in lessons, classwork and homework. • Increased attainment and progress across the curriculum.
D.	Most Able Disadvantaged students to demonstrate exceptional progress and attainment in line with their potential in all subjects.	<ul style="list-style-type: none"> • Reduced variation in attainment and progress between subjects. • Increased attainment and progress across the curriculum. • Improvements shown in Self-Awareness / PASS questionnaire.

E.	Students falling into both these Learner Groups to be closely monitored and clearly supported to ensure attainment and progress is in line with their ability.	<ul style="list-style-type: none"> • Increased attainment and progress across the curriculum. • Students accessing a range of support facilities. • Scheduled calendar of monitoring and support review in place. • Improved liaison between SENDCo., Family Support Worker, Key Stage Leader and Parents.
F.		
G.		

5. Planned expenditure

*For the forthcoming academic year, the Department for Education identified 85 students in years 8-10 from our census who are eligible to receive the Pupil Premium Grant which will equate to **£79,007.50**. Only 82 of these are currently on roll. The school has identified a further 40 students in the new year 7 intake who were identified as eligible during year 6 and for whom we will not receive any funding until the next academic year, if they remain eligible. Despite this, we will include these students as part of our disadvantaged cohort during this academic year.*

Academic year

2017/18

Plans for allocation of these funds are already underway at both SLT and whole staff levels. We are already involving staff in identifying effective strategies and agreeing the specific actions and funding needed in order to drive improvements in all aspects of student lives.

The full document outlining these plans will be available shortly.

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

i. Quality of teaching for all

ii. Targeted support

iii. Other approaches

6. Review of expenditure

“Leaders are making increasingly effective use of pupil premium and catch-up funding. A range of support is helping disadvantaged pupils to attend well, cope with school and keep pace with learning. This includes helpful individual and group support sessions, to help those who need it to learn effectively. Leaders keep a close eye on the progress of disadvantaged pupils to check that it is improving” (Ofsted, June 2017)

Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase the capacity of teaching staff to recognise and address the progress needs of disadvantaged students.	Ofsted report that common strengths in supporting disadvantaged pupils include: ‘prioritising consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils’. This is precisely the approach taken to improve the quality of teaching (Not unlike the Quality-first teaching approach for SEN) and it was felt this would be the most effective strategy and use of funding: <ul style="list-style-type: none"> • Whole school CPD for teaching EAL students • Whole school CPD for improving the 	Ofsted (June 2017) reported: <i>‘Disadvantaged pupils and pupils who have special educational needs and/or disabilities are making better progress than in previous years. Better teaching, combined with a suitable programme of support outside lessons, is making a notable difference.’</i> The performance of students eligible for the Pupil Premium Grant is comparable to their non-disadvantaged peers in most subjects. Please see the Summer 2017 Progress Data for details. e.g. The percentage of Y9 pupils making good progress in Geography was 78.9% (PP) versus 75.0% (Non-PP), while in History these figures were 63.2% (PP) and 67.5% (Non-PP).	Training was very successful in many cases and as a result, the quality of teaching for PP students improved in most departments. Training was successful due to a careful programme being put in place which looked at different groups of learners, including PP eligible students. All staff were required to attend, and this proved a useful strategy, however, one area which needs to be improved is in the targeting of training to colleagues who join the Academy during the year, and collating training materials to form part of staff induction programmes in later years. Use of the EEF Toolkit to support decisions regarding effective strategies, together with analysis of individual	£1,000

	<p>effectiveness of SIR feedback</p> <ul style="list-style-type: none"> • Middle Leaders open forum analysing evidence based strategies for supporting students eligible for the PPG • One to one literacy and numeracy sessions with targeted individuals. 		<p>circumstances via a questionnaire completed by all Y9 students eligible for PP, contributed to the removal of barriers to learning (Such as attendance – involving the Family Support Worker, Head of Year, SLT) in many cases.</p>	
<p>Increase the capacity of teaching staff to recognise and address the progress needs of disadvantaged students.</p>	<p>Data-rich seating plans via MINTClass, so that teachers can target questions, group appropriately and improve planning.</p>	<p>Where implemented, data-rich seating plans have supported teachers in targeting questioning and grouping of students.</p>	<p>Seating plans, and examples of their effectiveness to be shared and discussed as part of targeted support. For example, teachers who teach the same class sharing strategies in meetings.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Students eligible for the Pupil Premium Grant are treated as individuals; assessed, monitored, and supported as individuals.</p> <p>Planning for additional support at strategic points, such as transition.</p>	<p>a) Additional pastoral leader</p> <p>b) Dedicated time for specific staff to work 1:1 on literacy and numeracy</p> <p>c) Contribution to the salary of the Family Support Worker</p> <p>d) Contribution to the costs of having three year 9 classes rather than two</p>	<p>PP7: An identified group of 7 PP eligible students who were underachieving in multiple subjects including English and Maths were relentlessly targeted in all subjects throughout the year. At the end of the academic year, only two of these students had not caught up in both English AND Maths, one of whom had extremely low attendance. Using the same criteria, the percentage of students underachieving in both English AND Maths fell from 20% of the Y9 cohort to 6% (4 students (Only 2 PP))</p> <p>Evidence of progress in 1:1s was very encouraging also, inevitably, all of the various</p>	<p>Extended use of questionnaires to include ALL Catch-up and PP students next year, together with a non-PP/catch-up sample for comparison. This will hugely increase our ability to identify barriers to learning and take action to tackle them.</p> <p>Consideration for allocating mentors for PP students in KS4, where required. There are obvious time considerations for staffing, even if it's a short meeting every few weeks, but the potential impact on the wider personal development could make it valuable.</p>	<p>a) £2,500</p> <p>b) £3,000</p> <p>c) £11,855</p> <p>d) £29,500</p>

		factors are contributing to improvements in progress and attainment and attitude, leaving it difficult to isolate cause and effect.		
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