

# Pupil premium strategy statement: Longfield Academy of Sport

1. Summary information					
School	Longfield Academy of Sport				
Academic Year	2017	Total PP budget	£409,434	Date of most recent PP Review	Oct 2017
Total number of pupils	945	Number of pupils eligible for PP	377	Date for next internal review of this strategy	April 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Provisional Progress 8 Score	-1.01	0.12
Attainment 8 Score	31.95	52.72
% English and Maths (grade 4 or above)	39	70
% Achieved English Baccalaureate ( grade 4 or above in English and Maths & grade C or better in unreformed subjects)	12	29
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.	Disadvantaged pupils are underperforming in the EBACC	
B.	Attendance is a concern for some PP pupils	
C.	Low levels of basic numeracy and literacy	
D.	Accessibility of the curriculum for a small proportion of pupils	
E.	Behaviour of some pupils impacts on the progress of pupils eligible for PP	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved pupil performance in the EBACC	Increased performance by PP pupils in the EBACC

		The gap between PP pupils and others decreases
<b>B.</b>	Increased attendance rates for pupils eligible for PP	Pupils eligible for PP show a reduced number of persistent absentees
<b>C.</b>	Levels of basic literacy and numeracy are developed	Improved progress for pupils in English and Maths
<b>D.</b>	Pupils provided with access to the most appropriate curriculum subjects	By accessing appropriate curriculum subjects pupils re engaged and motivated in their lessons
<b>E.</b>	Improved self-regulation and increased resilience	Number of negative behavioural incidents is reduced

## 5. Planned expenditure

Academic year

2017

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Narrowing of the Maths attainment and progress gap	Employment of additional Maths Teacher	As the size of a class or teaching group gets smaller it is suggested that, the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 month's additional progress for pupils, on average.	Half-termly review of data, including Pupil Premium tracking of data. Regular meetings with Faculty Leaders. Accountability meetings with Maths staff	Mr N Willan – Assistant Headteacher	April 2018

Narrowing of the English attainment and progress gap.	Employment of additional English Teacher	As the size of a class or teaching group gets smaller it is suggested that, the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 month's additional progress for pupils, on average.	Half-termly review of data, including Pupil Premium tracking of data. Regular meetings with Faculty Leaders. Accountability meetings with English staff	Mrs S Davidson – Deputy Headteacher	April 2018
Small intervention group work for pupil premium pupils, in the key subjects of English Maths and Science.	Employment of intervention teachers. (English, Maths and Science)	Individualising instruction involves providing different tasks for each learner and support at the individual level. Individualised instruction has a positive effect, on average, for learners.	Half-termly review of data, including Pupil Premium tracking of data. Regular meetings with Faculty Leaders. Accountability meetings with intervention staff. Performance management also includes a review of data and pupil premium progress for teaching staff.	Mrs S Davidson – Deputy Headteacher	April 2018
<b>Total budgeted cost</b>					£205,704

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</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>
Alternative Curriculum for Pupil Premium pupils	Bespoke off site Alternative Curriculum	For some pupils there is no option but to develop a personalised alternative curriculum for them to succeed. This could be within a pupil referral unit or an alternative educational provider.	Half-termly meetings with the service provider to monitor progress of pupils educated off site.	Mr P Haylock – Senior Assistant Headteacher	August 2018
Targeted inclusion support for pupils addressing behaviour, pastoral concerns together with intensive small group lessons	Staffing and curriculum costs of the Inclusion Unit	Behaviour interventions seek to improve attainment by reducing challenging behaviour and aiding pupils in developing their self-regulation and resilience. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Half-termly review of data, including Pupil Premium tracking of data. Regular meetings with Faculty Leaders. Accountability meetings with intervention staff. Performance management also include a review of data and pupil premium progress for teaching staff.	Mr P Haylock – Senior Assistant Headteacher	August 2018

Counselling support for Pupil Premium pupils	Procurement of external counselling support	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Half-termly meetings with the serviced provide to monitor effect of service.	Mr P Haylock – Senior Assistant Headteacher	August 2018
Improvement in attendance of Pupil Premium Pupils	Appointment of an Attendance Manager.	Research has shown that low attendance results in pupils falling behind in work, it affects their motivation, affects their enjoyment of learning, it can lead to poor behaviour, affect their desire to attend school regularly and affect their ability to have or keep friendships.	Half-termly tightly monitoring of attendance.	Mr P Haylock – Senior Assistant Headteacher	August 2018
Specific careers advice for Pupil Premium Pupils	In-house yet independent careers advice and guidance.	Additional support for Pupil Premium pupils ensuring that they have appropriate independent careers advice.	Accountability meetings with careers advisor.	Mr K Thompson – Assistant Headteacher	April 2018

Access to Educational Psychologist	Procurement of external Educational Psychologist support	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive	Half-termly meetings with the serviced provide to monitor effect of service.	Mr P Haylock – Senior Assistant Headteacher	April 2018
<b>Total budgeted cost</b>					£178,490

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</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>
Access to Martin Gray Football Academy	Martin Gray Football Academy	Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a more dramatic effect on mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress).	Half-termly meetings with the serviced provide to monitor effect of service.	Mr K Thompson – Assistant Headteacher	November 2017

<p>Accessing a range of Educational Visits</p>	<p>Support towards educational visits</p>	<p>Outdoor adventure learning typically involves outdoor experiences. These can be organised as intensive residential courses or shorter courses run in schools. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Half-termly review of pupil premium pupils accessing educational visits.</p>	<p>Mr A Collishaw – Finance Director</p>	<p>August 2017</p>
<p><b>Total budgeted cost</b></p>					<p>£25,240</p>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016/17</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Narrowing of the Maths attainment and progress gap	Employment of additional Maths Teacher	Although the attainment and progress of Maths has fallen beneath the national average, the Pupil Premium gap has reduced. Additionally, our Pupil Premium pupils are out performing their peers within Darlington.	The school will continue with this strategy, as this is a key measure.	£52,743
Narrowing of the English attainment and progress gap.	Employment of additional English Teacher	Although the attainment and progress of English has fallen beneath the national average, the Pupil Premium gap has reduced. Additionally, our Pupil Premium pupils are out performing their peers within Darlington.	The school will continue with this strategy, as this is a key measure.	£46,958
Small intervention group work for Pupil Premium pupils	Intervention and small group work with Teaching Assistants	Small group intervention work was identified as having minimal effect of Teaching Assistant on Pupil Premium pupil's progress during 2016/17.	A review of the service resulted in a major restructure with Teaching Assistants replaced with intervention teachers all of whom have qualified teacher status.	£116,538

Pastoral support	Employment of behavioural and pastoral manager	The pastoral manager job changed during the year due to the increasing number of child protection cases	This position has changed to deal with child protection cases, and therefore moving forward is funded from mainstream school resources	£51,335
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Alternative Curriculum for pupil premium pupils	Bespoke off site Alternative Curriculum	13 Pupils educated off site, however their placements were expensive and their attainment was low	The cost and low level of attainment has resulted in the creation of the inclusion unit	£50,158
Counselling support for pupil premium pupils	Procurement of external counselling support	Although the progress of pupils overall has been disappointing, this element of pastoral support is required to underpin their academics studies	The school will continue with this strategy, as this is a key priority, which underpins pupils learning.	£8,621
Specific careers advice for Pupil Premium Pupils	In-house yet independent careers advice and guidance.	Although the progress of pupils overall has been disappointing, this element of support is required to underpin their future career aspirations	The school will continue with this strategy, as this is a key priority, which underpins pupil's future career prospects.	£8,844
Access to Educational Psychologist	Procurement of external Educational Psychologist	Although the progress of pupils overall has been disappointing, this element of pastoral support is required to underpin their academics studies	The school will continue with this strategy, as this is a key priority, which underpins pupils learning.	£11,921
<b>iii. Other approaches</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Access to Martin Gray Football Academy	Martin Gray Football Academy	The Martin Gray Football Academy continues to be popular with pupils and provides both pastoral/academic challenge together with football academy training.	This extra-curricular activity will continue.	£7,140
Accessing a range of Educational Visits	Support Towards Educational Visits	The School acknowledges the benefit of educational visits. This fund has seen pupils visit Kenya, Skiing and experience the Duke of Edinburgh Award scheme. Without this support, these pupils would not have benefit from these enriching experiences.	This extra-curricular activity will continue.	£7,888

## 7. Additional detail

- £10,423 of pupil premium year 7 catch up funding will also be received.

A range of intervention will be used for eligible pupils including the following:-

- Fresh Start intervention. - Fresh Start is a phonics intervention that gets struggling readers and writers at the expected level for secondary school. The programme aims to enable children to read and write more fluently in 33 lessons. It uses rigorous assessment so every child is taught at the right level. Additionally it engages older children with age-appropriate comic strips, quizzes, amusing stories and edgy non-fiction texts. It also uses simple and effective spelling strategies to increase confidence when writing.
- Intervention work within the Mathematics and English faculties.



