

Pupil premium strategy statement



School overview

Metric	Data
School name	Lynch Hill Enterprise Academy
Pupils in school	615
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	115,940
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	November 2019
Review date	November 2020
Statement authorised by	Chris Thomas
Pupil premium lead	Paul Bullock
Governor lead	Johnny Kyriacou

Disadvantaged pupil performance overview for last academic year

Progress 8	0
Ebacc entry	0%
Attainment 8	48.41
Percentage of Grade 5+ in English and maths	52.94

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Close the gap between disadvantaged and non-disadvantaged pupils Aspirational Target Grades (0.8 v 1.05, Gap 0.25)	Summer 2019
Attainment 8	Close the gap between disadvantaged and non-disadvantaged pupils Aspirational Target Grades (51.1 v 59.3, Gap 8.1)	Summer 2019
Percentage of Grade 5+ in English and maths	Close the gap between disadvantaged and non-disadvantaged pupils Aspirational Target Grades (48.3% v 73.5%, Gap 25.2)	Summer 2019

Teaching priorities for current academic year

Measure	Activity
Priority 1	'Stretch and challenge for all' – to ensure that teachers understand ability of all students and plan lessons accordingly to ensure that all students receive quality first teaching.
Priority 2	Closing gender gap – promoting achievement of girls
Barriers to learning these priorities address	Teachers need to have secure knowledge of the data relating to all students to plan effective lessons
Projected spending	40,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Early vulnerability identification to reduce barriers to learning
Priority 2	Purchase and launch of 'thinking reading' scheme to address low reading ability in specific individuals
Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes
Projected spending	40,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Extend support into Primary-Secondary Transition and year 6.
Priority 2	Development of 'enterprise' element of curriculum and links with Learning to Work to increase student motivation and engagement.
Barriers to learning these priorities address	Low levels of aspiration from some students and their families
Projected spending	35,940

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development in relation to understanding data and increasing time available to data manager	Use of INSET days and additional cover being provided by senior leaders. Recruitment of exams officer to end 'dual role'

Targeted support	Ensuring leadership capacity to introduce scheme and to facilitate intervention meetings with external professionals as appropriate	Aim to recruit additional TLR role in English dept; new library and librarian in post. Timetable structure allows for meetings
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

Review: last year's aims and outcomes

Aim	Outcome
<p>Aspirational Target Grades show gaps in performance between disadvantaged and non-disadvantaged pupils within the school. It should be noted that these gaps are inverse to the national trend, with disadvantaged pupils outperforming non-disadvantaged pupils.</p> <p>Our aim is to reduce these gaps by raising the performance of non-disadvantaged students, by the time of the actual results.</p> <p>ATG Progress 8 (1.18 v 0.77, Gap 0.41) ATG Attainment 8 (57.1 v 54.1, Gap 3.02)</p>	<p>Gaps in performance between disadvantaged and non-disadvantaged pupils in final GCSE results are shown below.</p> <p>Progress 8: Disadvantaged: 0.01 Non-disadvantaged: -0.29 Gap: 0.30</p> <p>Attainment 8: Disadvantaged: 48.6 Non-disadvantaged: 42.6 Gap: 6.0</p>