

Pupil premium strategy statement 2019-2020

Summary information					
School	The Langley Academy				
Academic Year	2019/20	Total PP budget	£235,620	Date of most recent PP Review	May 2019
Total number of pupils	902	Number of pupils eligible for PP	252 (27.9%)	Date for next internal review of this strategy	Feb 2020

Current attainment		
	<i>Pupils eligible for PP (2019 Provisional)</i>	<i>Pupils not eligible for PP (2019 Provisional)</i>
A8	42.66	50.52
P8	+0.10	+0.50
% achieving level 4 or above in English & Maths	60%	69%
% achieving level 5 or above in English & Maths	36%	48%

Pupil Premium Profile 2018/19		
	<i>Number of Pupils eligible for PP</i>	<i>% of Cohort</i>
Year 7	52	28%
Year 8	52	29%
Year 9	50	28%
Year 10	57	31%
Year 11	41	23%

1. Barriers to future attainment

In-school barriers

A.	Groups of Disadvantaged students make less progress than non-disadvantaged students e.g. disadvantaged high attainers and students with SEN
B.	Disadvantaged students are more likely to have lower levels of literacy levels on entry that limits their ability to access the curriculum.
C.	Disadvantaged students are more likely to receive behaviour points than non-disadvantaged students are. They are more likely to be excluded.

External barriers

D.	Attendance of disadvantaged students is lower than attendance of non-disadvantaged students; they are spending less time in the classroom.
E.	Parental attendance at Academy events such as parent evenings is lower than that of non-disadvantaged students.
F.	Home learning environment lacks resources, time or structure to complete independent tasks.
G.	Socio-economic disadvantage limits resources, wider life experience, culture capital and resources to provide academic support e.g tuition

2. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	All Disadvantaged students will make expected progress.	The gap between the progress of disadvantaged students and non-disadvantaged students at the Academy will continue to narrow. Disadvantaged high-attainers and students with SEN will make expected progress. Staff know their disadvantaged students and can articulate the support in place for them.
B.	Reading and literacy levels of disadvantaged students are in-line with their chronological reading ages.	Accelerated Reader testing will demonstrate that all disadvantaged students have a reading age that is in-line with or above their chronological reading age by the end of KS3.
C.	Narrow the gap in behaviour points and reduce the % of disadvantaged students receiving fixed term exclusions.	Fewer behaviour points recorded on SIMS. A reduction in time spent in ACE/ICE and no more fixed term exclusions than non-disadvantaged students.
D.	Narrow the gap in attendance.	A reduction in persistent absentees. Overall sessions missed due to absence will be no higher than that of non-disadvantaged students.
E.	Increased parental engagement in school events.	Attendance record demonstrates an increase in the number of parents of disadvantaged students attending parent evenings and other relevant information evenings.
F.	Funding provided for students to access resources to allow effective home learning.	Bid applications made by RSL's and subject staff. An increase in disadvantaged students attending and after school H/W club. A reduction in behaviour points recorded for lack of HW. Access to online learning platforms.

G.	Increased enrichment experiences that promote social and culture capital.	Increased participation in museum learning activities and extra-curricular visits. All students receive timely career guidance which motivates and inspires. Access to 1-1/small group academic to accelerate learning.
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3. Planned expenditure						
Academic year	2018/19					
i. Quality of teaching for all						
Desired outcome	Action	Rational	Staff lead	Jan 20	Apr 20	Sept 20
A Disadvantaged SEN students and disadvantaged boys will make expected progress.	4matrix used to analyse progress/attainment data, which leads to appropriate intervention and support for underachieving disadvantaged students.	The most effective schools used data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using it retrospectively to see if something worked. (OFSED, The Pupil Premium 2016)	Data team			
	Exams analysis meetings encourage review of performance of disadvantaged cohort and reflection of strategies and intervention employed		ALU/HOF			
	Staff aware of disadvantaged students including double (PP/SEN) and triple threat groups (WB/B/PP) and effective strategies.		NHE/PP Coordinator			
	SEN case-load and support strategies shared with staff early in the academic year.		SENCO/ PP Coordinator			
	Regular information bites sharing good practice and effective strategies.		PP coordinator/ NHE			

	Mintclass software used so that disadvantaged are visible on seating plans which encourages planning of lessons with these students in mind.		ALL			
	Tracking of effectiveness of intervention and strategies.		HOF's/RSL's			
	P4ALL, SLT, RSL and faculty meetings – progress of disadvantaged students is a fixed agenda item, ensuring regular discussion of strategies, intervention and monitoring of progress. Disadvantaged coordinator, AHT and governor to have overview of the academic and social progress of the disadvantaged cohort ensuring their needs remain at the forefront of Academy strategic planning.		NHE/ PP Coordinator NHE/DMA			
	Whole staff CPD & training to promote quality first teaching e.g. PED groups Marking and feedback, Challenge and Mastery. QA cycle highlights areas of good practice and areas requiring further development.	In-school evidence suggests that progress was best in subject areas that provided enhanced feedback. EEF evidence suggests feedback has a high impact on learning and adds 8 months of progress. Mastery learning appears to be a promising strategy for narrowing the gap adding a further 5 months to progress (EEF).	CBE HOF's/AHT/ DHT			
	Year 7 Nurture Group – personalised curriculum and pastoral support provided by inclusion teacher and LSA help remove barriers to learning. Nurture group breakfast club provides opportunity for social learning and role modelling of behaviours. Nurture group resilience lessons delivered by SENCO develop character, resilience and emotional wellbeing of the children.	EEF states that SEL intervention have an identifiable and significant impact on attitudes to learning, social relationships and attainment itself (4 months of additional progress).	LDF / SENCO			
	Student Support Unit – SEL support provided by SSU manager		SPI			

	Hearing Resource Base – Specialist support for hearing-impaired students provided by Head of HRB, 1 HLTA and 2 LSA's.		GDI			
	Support Staff – Highly qualified SEND practitioner, and fully trained Core HLTA's and LSA's provide small group and in-class support in classes with higher % of disadvantaged and SEN students. 1-1 tutoring for identified students.	Teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Sutton trust report states that students are further disadvantaged due to lack of finance to support 1-1 tuition.	SENCO NHE/PP Coordinator			
	Creation of PP Coordinator role whose core purpose is to ensure that pupil premium funding makes a significant impact of the attainment and aspirations of disadvantaged students.		NHE			
	Academic mentoring for Yr11PP students including disadvantaged while British boys. English Conference for disadvantaged yr 11 students.	Mentoring aims to build confidence, develop resilience and character, or raise aspirations. Programmes which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes (EEF).	SST SMA			
	Rising Futures		Separate funding			
Total Budgeted Cost			£192,795			
B Reading and literacy levels of disadvantaged students are in-line with their chronological reading ages.	Creation of Literacy coordinator post with a focus on improving whole school academic literacy.	Approaches to improve reading comprehension improve learning significantly over time (EEF).	RAR			
	Accelerated Reader programme and regular testing for all year groups. KS3 Library reading lessons and targeted intervention	In-school evidence demonstrates that the AR programme leads to accelerated progress in reading ages.	RAR			
	Literacy catch-up programme for year 7 students below age related expectations.	EEF Research shows that structured support can add 2 months of progress.	RAR			

	Reading list and supply of books for disadvantaged students to read during school holiday to develop reading culture in the home. KS3 reading week/competition developed to promote reading for enjoyment.	"The most successful way to improve the reading achievement of low income children is to increase their access to print". (Newman et al., 2000)	NHE			
Total Budgeted Cost			£10,610			
C. Narrow the gap in behaviour points and reduce the % of disadvantaged students receiving fixed term exclusions.	Behaviour policy followed by all staff and teachers use SIMs effectively to log behaviour in lessons. HT, RSL's, HOF's and Key stage leaders will monitor rewards and behaviour points and lead proactive interventions.	Targeted behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours (EEF Toolkit).	TON			
	Inclusion Manager and student support managers provide daily behaviour support and engage with parents.		VSH			
	Academy Counsellor to mentor and understand link between learning needs and behaviour.		SFI			
	ACE/IC - Internal exclusion units used to provide academic support so students still access learning.		VSH			
Total Budgeted Cost			£21,607			
D. An increase in the overall attendance of disadvantaged students.	Attendance officer will track and monitor attendance and engage in parental contact. First day calling system helps to reduce length of absence.	Successful schools set up rapid response systems to address poor attendance. (DfE 2015)	NRB			
	Attendance Rewards Programme will provide incentive.		NRB			
	KS3 catch up scheme to minimise impact of absence		JBV/AWN			

	Early home visits by RSL/Inclusion manager for students who fall below academy target.		VSH			
	Daily Breakfast Club encourages students to arrive early.		NHE			
Total Budgeted Cost			£1000			
E Increased parental engagement in school events	In addition to electronic event communication, paper communication sent to home address of PP students.	Parental involvement is consistently associated with pupils' success at school. (EEF toolkit).	Admin Staff			
	Attendance register taken at each event and attendance analysed.		Admin staff			
	Follow-up of absent parents.		RSL's / House tutor team/ PP Coordinator			
	Workshops to engage parents and introduce strategies to support their children.		Core HOF's			
Total Budgeted Cost			N/A			
F. Opportunities provided for students to access resources to allow effective home learning.	Barrier to learning interviews for all disadvantaged students will highlight areas where support can be provided e.g. laptop, desk, revision guides.	Provide some simple, practical ways that parents can support their children in ways that do not require a high level of ability (e.g. by ensuring that students have an environment where they can work at home) – EEF toolkit	PP Coord Year teams			
	H/W set on SMHW so that students and parents can view tasks.		All staff			

	Investment in online resources which promote independent learning e.g. Kerboodle, GCSE Pod and mygcsescience.com		AJO / HOF's			
	Daily KS3 and KS4 H/W club run by qualified staff and access to resources.		CFE / RSL's			
	4 week Intensive revision programme for disadvantaged yr11 students/Easter Revision					
Total Budgeted Cost			£10,270			
G. Provision to limit economic disadvantage and increased enrichment experiences that promote social and culture capital.	Daily Breakfast club for all students provides nutritional benefits as well as social and educational benefits of the breakfast club environment.	Institute for Fiscal Studies found that children who attended breakfast club made the equivalent of 2 months additional progress in reading, writing and maths.	NHE/SKI			
	Bike Scheme – free bikes offered to disadvantaged students to promote mental and physical well-being.		NHE			
	Creative Arts Project aims to improve mental wellbeing amongst year 7 and 8 disadvantaged students	Research shows improved motivation; increased social engagement; enhanced self confidence and self esteem; increased resilience and a more relaxed state of mind; better concentration; increased self expression and self understanding; and a stronger more positive sense of self (Arts and Health Walford 2010)	JBL			
	Grants to encourage participation in extra-curricular activities such as trips, rowing, residential visits and to purchase uniform and equipment when required. Priority places for disadvantaged students and their families on Museum Trip. Disadvantaged Charter.	The Sutton Trust found that results improved if they had visited museums, galleries and went on outings with their families or schools.	NHE			
	Monitor participation of disadvantaged students in school activities eg DofE, sports participation, students council and ensure PP representation is in line with overall academy %.	Equal opportunities for all.	PP Coordinator			

	Increased careers activities in lessons from year 7 to inspire and inform choices.	“Pupils start to see that they are not condemned to be trapped in a cycle of low level jobs or unemployment if they work to ensure they are not.”	JGO			
	Mentoring for most vulnerable disadvantaged students and their families.	Supporting parents will lead to best outcomes for students	NHE FLO			
				Total budgeted cost	£15,520	
				Overall budgeted cost	£251,802	

4. Review of expenditure

Previous Academic Year

2018/19

Desired Outcome A&B: All groups of disadvantaged students make at least expected progress

Year 11 – GCSE Results 2019

	Number on roll	Number of Disadvantaged	Disadvantaged boys	Disadvantaged Girls	% of Disadvantaged
Year 11	174	55	36	19	31.6 (NA 27%)

	Progress 8	Attainment 8	% of students achieving L4 or above in English & Maths	% of students achieving L5 or above in English & Maths	Average Attitude to learning
Disadvantaged	0.1	43.11	60	36	2.44
Other	0.5	50.32	69	48	1.42

- Disadvantaged students made better progress than expected and progressed more than disadvantaged students nationally (1/2 grade better in each subject). The national average P8 for disadvantaged students is -0.44.
- The gap between disadvantaged and other students within the academy decreased by 0.14 compared to last year.
- Average P8 score for disadvantaged students increased by 0.28 compared to last year.
- Compared to last year, disadvantaged boys have performed significantly better in all areas e.g. P8 has improved by 0.81 and the number of students achieving 4+ in English and Maths has improved from 22% to 66%.

Year 10 – 2018/19

	Number on roll	Number of Disadvantaged	Disadvantaged boys	Disadvantaged Girls	% of Disadvantaged
Year 10	181	42	21	21	23

	Progress 8	Attainment 8	% of students achieving L4 or above in English & Maths	% of students achieving L5 or above in English & Maths	Average Attitude to learning
Disadvantaged	-0.84	32.08	26	14	2.53
Other	-0.61	40.37	50	22	2.35

Year 9 – 2018/19

	Number on roll	Number of Disadvantaged	Disadvantaged boys	Disadvantaged Girls	% of Disadvantaged
Year 9	180	59	33	26	32

	Progress as % of Cohort against Flightpath (across all subjects)			
	Above	On Track	Working Towards	Concern
Disadvantaged	28	38	19	15
Other	29	39	21	10

Year 8 – 2018/19

	Number on roll	Number of Disadvantaged	Disadvantaged boys	Disadvantaged Girls	% of Disadvantaged
Year 8	180	55	29	26	30.5

	Progress as % of Cohort against Flightpath (across all subjects)			
	Above	On Track	Working Towards	Concern
Disadvantaged	13	34	25	27
Other	13	30	28	29

Year 7 – 2018/19

	Number on roll	Number of Disadvantaged	Disadvantaged boys	Disadvantaged Girls	% of Disadvantaged
Year 7	179	58	31	27	32

	Progress as % of Cohort against Flightpath (across all subjects)			
	Above	On Track	Working Towards	Concern
Disadvantaged	24	33	23	21
Other	18	36	26	20

Desired Outcome C: Reading levels of disadvantaged students are in-line with their chronological reading ages.

Year	% Below		% On		% Above	
	Disadvantaged	Other	Disadvantaged	Other	Disadvantaged	Other
7	76.6	46.1	6.4	28.1	17.0	25.8
8	55.3	61.0	18.4	17.1	26.3	22.0
9	81.6	72.5	10.2	9.2	8.2	18.3
10	73.7	65.0	5.3	11.7	21.1	23.4
Overall	72.7	60.8	9.9	16.7	60.8	22.5

Desired Outcome D: The gap between behaviour points accumulated by disadvantaged and non-disadvantaged student is reduced. A reduction in the % of disadvantaged students receiving fixed term exclusions.

Year	% Behaviour Points Disadvantaged	% Behaviour Points Other
7	32	68
8	37	63
9	40	60
10	28	72
11	43	57

Of all the behaviour points recorded, 40% were recorded against Disadvantaged students and 60% against other students. The average number of BP per disadvantaged student is 4.3, compared to 3.3 per non-disadvantaged student. Of the achievement points awarded, 28% were to disadvantaged students and 72% to others. The average number of AP awarded per disadvantaged students is 15, compared to 16 per non-disadvantaged student.

	Fixed Term Exclusion % of student group	Permanent exclusion % of student group
Disadvantaged	1.1	0.8
Other	0.5	0

Desired Outcome E: An increase in the overall attendance of disadvantaged students.

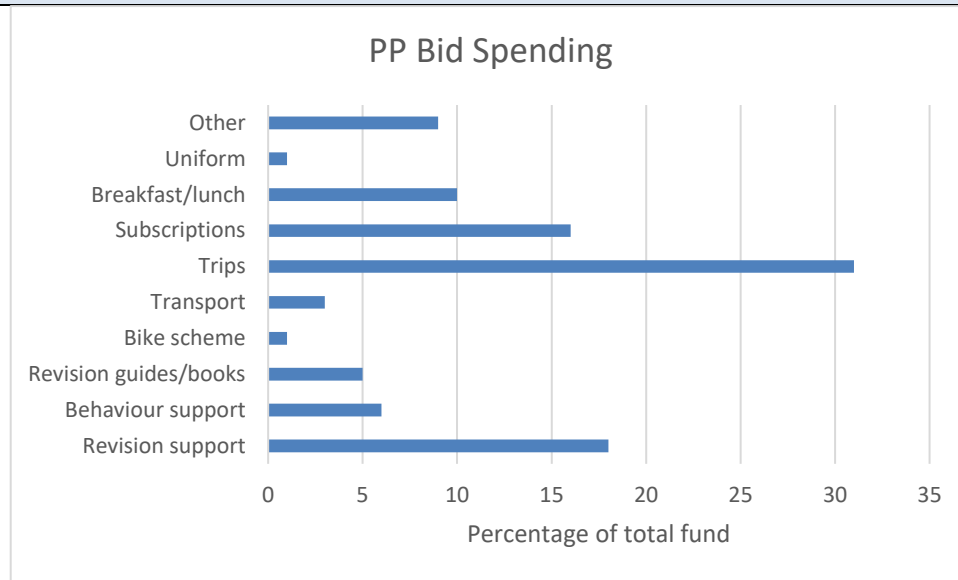
Year	Disadvantaged	Other
7	96.8	97.1
8	94.2	96.5
9	94.6	96.0
10	91.6	95.6
11	94.3	95.8
Overall	94.4	96.3

	% of persistent absence – absent for 10% of sessions or more
Disadvantaged	13.7
Other	6.2

Desired Outcome F: Increased parental engagement in school events.

Parent Evening	Attendance Disadvantaged % of Cohort	Attendance Other % of Cohort
7	88	92
8	76	95
9	93	96
10	67	90
11	90	100
Year 7 Parent Tea	78	81
Year 7 Maths workshop % of attendees	25	75
Year 7 English workshop % of attendees	33	66
Year 8 Options	86	88

Desired Outcome G: Opportunities provided for students to access resources and allow effective home learning.



Hardship funds were accessed by the bid form and allowed students to engage in extra-curricular activities such as trips, rowing, residential visits and to purchase uniform, books and equipment when required.

Breakfast Club Attendance

	Term 1 23 days		Term 2 36 days		Term 3 29 days		Term 4 27 days		Term 5 7 days	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
7	35	71	63	91	46	5	32	9	8	5
8	22	24	72	295	45	30	83	50	13	14
9	0	5	2	6	0	12	4	7	3	0
10	0	7	1	20	1	36	0	31	0	1
11	36	8	116	6	125	31	115	39	35	12
12	0	1	0	0	0	0	4	0	7	7
13	0	1	5	15	3	1	6	0	0	0
Total	93	117	259	433	220	115	244	136	66	39
% of attendees PP	44		37		66		64		63	
Ave attendance per day	6		19		12		14		15	