

# Pupil premium strategy statement



## School overview

Metric	Data
School name	Lynch Hill Enterprise Academy
Pupils in school	752
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£153.036
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	November 2020
Review date	November 2021
Statement authorised by	Chris Thomas
Pupil premium lead	Julian Burrows
Governor lead	Tbc

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.2
Ebacc entry	10.3% (of 29 students)
Attainment 8	42.8
Percentage of Grade 5+ in English and maths	31%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8 (Year 11 cohort)	Close the gap between disadvantaged and non-disadvantaged pupils. (-0.2 V 0.75, 0.95 19/20)	Summer 2021
Attainment 8 (Year 11 cohort)	Close the gap between disadvantaged and non-disadvantaged pupils. (42.8 V 56.6, Gap 13.8 19/20)	Summer 2021
Percentage of Grade 5+ in English and maths (Year 11 cohort)	Close the gap between disadvantaged and non-disadvantaged pupils. (36.8% V 51.6%, 14.8% 19/20)	Summer 2021
Increase literacy levels and reading ages of targeted 'disadvantaged' pupils in KS3 and KS4 through 'Thinking, Reading' programme (new initiative)	Rapid progress in reading ages towards aspirational target of chronological RA.	Summer 2021

## Teaching priorities for current academic year

Measure	Activity
Priority 1: Quality first teaching for every pupil	'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 'disadvantaged and non-disadvantaged gap' in progress and attainment	Embed LHEA ASPIRE teaching model - the Lynch Hill Learner. Access to, and engagement in, remote learning Teacher knowledge/ tracking of both PP data and individual students Progress of individual students is discussed with individual subject teachers during regular meetings Small group 1:3 intervention - in core subjects
Barriers to learning these priorities address	Teachers need to have secure knowledge of the data relating to all students to plan and deliver high quality, effective lessons consistently.
Projected spending	40,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Early vulnerability (reading ages/baseline assessments) identification to reduce barriers to learning
Priority 2	Deliver training programme 'thinking reading' scheme to address low literacy levels, impacting on progress, attainment and attitudes to learning
Barriers to learning these priorities address	Low level literacy a key barrier for 'disadvantaged' pupils in accessing the curriculum and in turn the key barrier to their academic progress and attainment
Projected spending	40,000

## Wider strategies for current academic year

Measure	Activity
Priority 1 (Year 11) Student voice, attendance and progress data	Academic mentoring 1:1 programme in place for 'disadvantaged' (29 pupils) cohort
Priority 2 Student voice (feedback) (Year 7-11)	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 ICT home devices – laptops 40k
Attendance of disadvantaged cohort	Breakfast club funded offer to 'disadvantaged' cohort (post CV restrictions) 20k
Projected spending	60k

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development in relation to embedding ASPIRE model & the Lynch Hill Learner	Use of INSET days and additional cover being provided by senior leaders and cover supervisor team
Targeted support	Ensuring leadership capacity to introduce scheme and to facilitate intervention meetings with external professionals as appropriate	Staff training time for Reading/Thinking programme  Timetable structure allows for meetings and training
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on partnership outreach programme

## Review: last year's aims and outcomes

Aim	Outcome
Positive progress 8 for the Year 11 cohort (advantaged and disadvantaged)	Gaps in performance between disadvantaged and non-disadvantaged pupils in final GCSE results/KS4 results are shown below:  Cohort: 29 students disadvantaged 50 students non-disadvantaged  Progress 8: Disadvantaged -0.2 Non-disadvantaged 0.75 Gap 0.95  Attainment 8: Disadvantaged 42.8 Non-disadvantaged 56.6 Gap 13.8
Purchase and launch 'thinking reading' scheme to address low reading ability in specific individuals	Purchased but delay in staff training and launch (due to CV). Training of staff in place autumn term 2021. Launch autumn term 2 with 'disadvantaged' Year 10 cohort
Development of 'enterprise' element of curriculum and links with Learning to Work to increase student motivation and engagement	Programme in place and delivered, in part, across KS3 & KS4 with delivery for all year cohorts meeting Gatsby benchmarks
'Stretch and challenge for all' to ensure that teachers understand the ability of all students and plan accordingly to ensure that all students receive first quality teaching	Observation (formal and informal) data evidences 'stretch and challenge' embedded in 'nuts and bolts' of LHEA teaching