

# Pupil premium strategy statement



## School overview

| Metric                                      | Data                          |
|---|-------------------------------|
| School name                                 | Lynch Hill Enterprise Academy |
| Pupils in school                            | 732                           |
| Proportion of disadvantaged pupils          | 35%                           |
| 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.<br>(-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.<br>(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.<br>(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:<br>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:<br>Closing 'disadvantaged and non-disadvantaged gap' in progress and attainment | Embed LHEA ASPIRE teaching model - the Lynch Hill Learner.<br>Access to, and engagement in, remote learning<br>Teacher knowledge/ tracking of both PP data and individual students<br>Progress of individual students is discussed with individual subject teachers during regular meetings<br>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<br>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<br><br>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:<br><br>Cohort: 29 students disadvantaged<br>50 students non-disadvantaged<br><br>Progress 8:<br>Disadvantaged -0.2<br>Non-disadvantaged 0.75<br>Gap 0.95<br><br>Attainment 8:<br>Disadvantaged 42.8<br>Non-disadvantaged 56.6<br>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  |