

## Pupil premium strategy statement: 2021 - 2024

This statement details our school's use of pupil premium (2021-22 to 2023-24 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	2021-2022	2022 - 2023	2023 - 2024
School name	Lynch Hill Enterprise Academy		
Number of pupils in school	769	880	
Proportion (%) of pupil premium eligible pupils	38.2	31.7	
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 ADA 2022 – 2023 KHA 2023 – 2024 KHA		
Date this statement was published	November 2021.		
Date on which it will be reviewed	Annually, September and February		
Statement authorised by	Chris Thomas	Chris Thomas	
Pupil premium lead	Andy De Angelis	Kyle Harvey	
Governor	Sadiq Yousuf	Manisha Vithani	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301, 605
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£301, 605

## Part A: Pupil premium strategy plan

### Statement of intent

***The overall aim of our pupil premium strategy is to close the attainment gap between disadvantaged students and their peers.***

At Lynch Hill Enterprise Academy we have designed a programme of interventions and actions that are tailored to our school context and the needs of our students so that barriers to learning can be removed. These can be either personal circumstances or gaps in learning. There is no one size fits all approach to removing barriers. Therefore, both qualitative and quantitative data will be used to direct which interventions and support will be used for individuals based on their needs. Our pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. However, not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of all pupils.

We have followed the recommendations made by the Education Endowment Foundation (EEF) and have planned to budget to be spent roughly to the percentages below.

Category	Approximate % of PP budget spend (guided by the EEF)

High quality teaching.	50%
Targeted Academic support	50%
Wider strategies	

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge (In no particular order)
1	Literacy levels: Reading ages, subject specific writing styles and oracy proficiency.
2	Elevated levels of social, emotional, and behavioural needs.
3	Readiness for learning: Computers, pens, pencils, and revision guides, punctuality, kit, uniform, breakfast etc.
4	Ensuring that all PP students have access to high quality extracurricular activities, including sports, outdoor activities, arts, culture, and trips.
5	Giving high quality teaching in all lessons.
6	Low self-regulation and metacognition of learning.
7	Staff awareness of PP students, their experiences, and strategies for their success.
8	Gaps in knowledge caused by lockdown or other reasons for missing learning.
9	Low aspiration

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Progress in maths</b> for Pupil Premium students is at least in line with national progress measures at KS4</p> <p>Progress in maths for pupil premium students is at or above their expected attainment pathway.</p>	<p>The gap between PP and non-PP is a progress score of 0</p>
<p><b>Progress in English</b> for Pupil Premium students is at least in line with national progress measures at KS4</p> <p>Progress in English for pupil premium students is at or above their expected attainment pathway.</p>	
<p><b>'Ready to learn'</b> barriers are removed for Pupil Premium students. These are things such as equipment, uniform, breakfast and</p>	<ul style="list-style-type: none"> <li>• Affordable PE kit and school uniform with support provided to those who are PP</li> <li>• Equipment that is required for school is provided to PP students where needed.</li> <li>• PP students are not punished for being unready and instead supported.</li> <li>• PP pupils have access to IT facilities so that they can engage with out of lesson learning.</li> </ul>
<p><b>Cultural capital</b> is available to all Pupil Premium students so that they are able to learn new skills, realise talents, develop character and resilience. They will gain essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.</p>	<ul style="list-style-type: none"> <li>• Trips, both educational and rewards have priority places for PP students.</li> <li>• PP students' costs are subsidised when necessary.</li> <li>• Activity leads are aware that they should promote PP attendance and plan accordingly to make this possible.</li> </ul>
<p><b>Attendance</b> for all PP students meets the school attendance target of 97%</p>	<ul style="list-style-type: none"> <li>• The Attendance officer work closely with the pastoral team so that intervention can be directed towards PP students so that their attendance remains at 97%</li> </ul>
<p><b>Parental Engagement</b> is available so that Parents/Carers of PP students are engaged in school, aware of their child's learning, progress and how to support their children. We also use their voice to better understand how we can support them.</p>	<ul style="list-style-type: none"> <li>• Priority and extra communication are tendered for PP parents for school events, opportunities and support that will help them better support their children progress at school.</li> </ul>

	<ul style="list-style-type: none"> <li>• PP parents are surveyed to better understand their needs so that we can react to make school more accessible for PP students.</li> </ul>
<p><b>Exclusions and Isolation</b> do not disproportionately affect Pupil Premium students through lesson removal, internal isolation and suspension.</p>	<ul style="list-style-type: none"> <li>• Staff are aware of the difficulties that may affect PP students and have a supportive pastoral system in place to avoid escalation.</li> <li>• HOY and SLT links regular monitor exclusion and isolation data so that they can plan accordingly to support the students keeping them in lessons, enjoy and achieve at school.</li> </ul>
<p><b>Covid generated gaps in learning</b> are closed through targeted intervention and great teaching.</p>	<ul style="list-style-type: none"> <li>• Students will engage in lessons where effective teaching is well planned to support memory, literacy and confidence.</li> <li>• Interventions to close learning gaps are implemented.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop whole school Oracy pedagogy. (Voice 21)	EEF state that high quality oracy in the classroom can have up to 6+ months impact. It supports with understanding, engagement and retention.	1,2,6,7 & 8
Employment of two literacy leaders (TLR). To raise the profile of literacy, lead on specific strategies and staff training on approaches to improve its effectiveness in the classroom.	“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF KS3/4 Literacy Guidance	1,5,7 & 8
Purchase of visualisers and training staff how to use visualisers effectively so that modelling can be made more effective.	EEF recommend using digital technology to improve modelling so that students can see how experts think, write, and use metacognitive strategies. High quality feedback can be given which the EEF indicates a 6+ month benefit.	1, 8, 6
Staff recruitment & retention to ensure the best quality teachers remain at the school and that the school also develops an effective programme of ECT support and recruitment of new ECTs through establishing new links with ITT	“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. <a href="https://www.suttontrust.com/news-opinion/all-news-opinion/improving-poor-teachers-transform-englands-education-performance-among-best-world/">https://www.suttontrust.com/news-opinion/all-news-opinion/improving-poor-teachers-transform-englands-education-performance-among-best-world/</a>	1,5,and8

providers. Achieved through recruitment of additional AHT to focus on ECTs and R&R allowances.		
T&L Walkthrough resources to support the whole school teaching and learning improvement so that is more inclusive and effective.	In Addressing Educational Disadvantage, 2021. Marc Roland says 'Supplanting high quality teaching with other activities exasperates educational disadvantage' <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092</a>	5
Purchase of IRIS licence to allow effective pedagogy to be filmed and shared.		5
To finance teacher CPD opportunities and training including the incidental cover requirements.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated reader licences	EFF teaching and learning tool kit- Reading and comprehension strategies	1, 7

GL assessments including CATs	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised	1,5,7 & 8
TA deployment and training.	Teaching assistants can provide a large positive impact on learner outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,5 and 6
NTP top up for academic tutors.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> +4 months. EEF.	1,5, 8 and 9
Holiday and weekend intervention for Year 11	EEF encourage this with a +4-month benefit to taking part.	8
Performance Learning programme of intervention. Includes a diagnostic process to identify areas of weakness and then targeted intervention led by both external and internal staff – students in Y9-11	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised	1,5,7 & 8
Purchase of GCSE Pod to support students in Y10 & 11	High quality and individualised homework and can give up to 5 months progress. Individualised instruction based on strengths and needs can give up to 4 months progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	8

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*



Activity	Evidence that supports this approach	Challenge number(s) addressed
School reward activities	EEF teaching and learning tool kit- Behaviour interventions	2, 4
Employing additional pastoral managers to provide immediate, ongoing and frequent support to those most at risk of being removed from normal learning.	1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. EEF.	5, 2, 6 and 6
Breakfast club	<a href="https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/">https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</a>	3
WEDUC / Class charts to strengthen parent communication and staff ability to analyse data to improve behaviour.	<a href="https://www.nfer.ac.uk/publications/OUPP02/OUPP02.pdf">https://www.nfer.ac.uk/publications/OUPP02/OUPP02.pdf</a> IT should be used to share information and engagement opportunities.	2
Equipment, uniform and subject supplies. Removing potential barriers to participation increases attendance.	Removing barriers to learning, self-esteem and confrontation will improve engagement and attendance to school.	2,3 & 5
Brilliant club to focus on HPA/PP crossover.	Linked with Gatsby Benchmark 7 RE raising aspirations and through encounters with higher education.	9
Scholar's programme - Reading University	Linked with Gatsby Benchmark 7 RE raising aspirations and through encounters with higher education.	3
Contingency fund for acute issues.	Contingency Fund to adapt to unforeseen issues that occur throughout the academic year	Various
Subsidised ingredients for Food Technology lessons	Removing barriers to learning, self-esteem and confrontation will improve engagement and attendance to school.	2, 3 and 5

Providing IT resources so that students can engage fully with home learning. After school facilities and IT at home. Refitting the library.	Removing barriers to learning, self-esteem and confrontation will improve engagement and attendance to school.	
Provided a set of revision guides for the GCSE exams of all PP students in Year 11.		
Additional librarian employed to support literacy & learning after school		1 and 2

**Total budgeted cost: £ [£300, 000]**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*Link to the Pupil Premium Summary*

[LHEA PP Summary 2021-22 \(Public\).docx](#)