

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Data
School name	Littleport and East Cambs. Academy
Number of pupils in school	552
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Ms Lauren Phillips
Pupil premium lead	Mrs Caroline Starling
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156, 612
Recovery premium funding allocation this academic year	£23,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£179, 612

Part A: Pupil premium strategy plan

Statement of intent

At LECA we aim to ensure that disadvantaged students progress in line with their peers, through a range of supported curriculum, pastoral and cultural capital opportunities. We want every student to have opportunities both inside and outside the classroom, enabling them to develop a broad range of knowledge and skills to prepare them to contribute actively to the local community and wider society. At the heart of this aim is an inclusive and creative curriculum that enables them to flourish into active learners and become active leaders.

The current PP strategy for LECA includes a detailed plan to improve the quality of education in relation to reading age development, student outcomes at Key Stage 4 and supporting teacher development for the classroom. In addition the strategy has specific plans in place to support attendance, behaviour and wellbeing, through the deployment of key pastoral leads, at regular points through the year.

The Pupil Premium funding is in place to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that the funding reaches the pupils who need it most. As an academy we then have the flexibility and freedom to use the funding to ensure that these students can progress in line with their peers. Resources are deployed where they can make the most difference.

It is important to state that children who are not disadvantaged can also benefit from the interventions, resources, serves etc that the PP funding supports.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment data shows that projected gaps in Attainment 8 and Progress 8 exist between disadvantaged and non-disadvantaged and across cohorts, academic progress tends to be less rapid, than their non-disadvantaged peers.
2	GL and Accelerated Reader assessments show that there is a higher proportion of disadvantaged students with below chronological age reading ages. In addition, disadvantaged students are less engaged with reading and have reduced access to reading at home.
3	Attendance data, through the pandemic and into the new academic year shows a continued gap that exists between disadvantaged students and their non-disadvantaged peers, with attendance on average 8% lower.
4	Behaviour data analysis indicates that a higher percentage of disadvantaged students are removed from lessons and excluded.

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
Disadvantaged students will experience highly effective learning, across the curriculum, leading to improved progress and outcomes.	Disadvantaged students in KS4 will make progress towards and subsequently achieve GCSE outcomes in line with their FFT 20 targets. In KS3, disadvantaged students will make progress towards their FFT 20, in line with their non-disadvantaged peers.
Disadvantaged students will have reading ages broadly in line with peers, of the same age.	Reading age data will show a rapid increase of reading ages and/or standardised scores, for those students undertaking targeted interventions.
Disadvantaged students will have attendance, behaviour and wellbeing data broadly in line with their non-disadvantaged peers.	Attendance data for disadvantaged students at 95% or better. Disadvantaged students access and achieve rewards, in line with their non-disadvantaged peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD	EEF Toolkit highlights a range of effective classroom strategies, including feedback, metacognition and self-regulation, all of which are covered in this programme, being delivered to all teaching staff.	1
KS4 Curriculum Development	Curriculum thinking and the 2019 Ofsted framework highlight the importance of sequenced learning and knowledge, to support pupil progress.	1

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

Budgeted cost: £ 62, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 and small group tuition: Maths, English and Science	EEF evidence indicates progress can be achieved with appropriately trained tutors and targeted students, based on robust data.	1
Holiday booster sessions for PPE examination preparations in Year 11	As above	1 and 2
Live performances to support English Literature outcomes	The EEF toolkit notes the moderate impact that Arts can have on students and a visual version of a core text is also useful in supporting the understanding of students who struggle with accessing the written text	1 and 2
Accelerated Reader Programme	Reading comprehension strategies are regarded as highly effective activities, in the EEF's toolkit.	2

Targeted programmes to support the different reading gaps e.g. Catch-Up Literacy and Lexonics	Reading comprehension strategies are regarded as highly effective activities, in the EEF's toolkit. Phonics is noted as a high impact strategy for struggling readers; Lexonics supports the development of this	2
TA interventions for reading and literacy	TA interventions have a moderate impact, when balancing cost against impact, however the targeted deployment of TAs, for literacy enables focused interventions, for identified students and results in rapid progress in reading.	2

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

Budgeted cost: £ 90, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour, wellbeing and pastoral specialist posts recruited: Isolation and Lost Learning Coordinator Inclusion Manager Pastoral Managers Progress Leaders Appointment of additional safeguarding role	Targeted interventions to support a variety of behaviours, both in the classroom and outside, are on average shown to have a positive impact on pupil progress (EEF).	4
2 x days from external family support worker	As above - Combines behaviour and social/emotional support to help those students in schools to continue attending and accessing learning.	4
Alt. provision packages for academic and wellbeing support	Targeted interventions to support a variety of behaviours, both in the classroom and outside, are on average shown to have a positive impact on pupil progress (EEF).	4
Attendance officer appointment	Key role supporting students and their families to help students attend school regularly.	3

Total budgeted cost: £ 162, 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.

In the previous academic year, the academy invested significantly in improvements to literacy, including the reinstatement of the library facility and appointment of a full-time librarian. Data on student book borrowing shows that these improvements had a positive impact on the reading culture of the school at Key Stage 3. Due to continued disruption caused by the global pandemic, staff absence hindered the intended implementation of the Accelerated Reader programme; therefore, this remains a top priority to support reading engagement and improvement, for 2022-23.

In Maths, the recruitment to create capacity and targeted intervention continued through the beginning of Year 11 (to April) and this had significant impact on pupil progress, towards FFT 20 targets. Student feedback suggests improved confidence in key mathematical skills and evidence generated, during interventions demonstrated incremental improvements to marks, at question level. Exam results indicate that the work carried out with students, did have a small impact on closing the gap, with actual results gaps slightly lower than those that were predicted at the start of the academic year.

In English, an external provider was deployed to work on small group interventions with students, through the spring of 2022. The impact of this was similar to that of Maths, with exam result gaps at 4+ and 5+ ending slightly lower than predicted in November 2021.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance Learning
Tassomai	Tassomai
GL Assessment	GL Assessment

