



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	574
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2021/24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr Craig D'Cunha
Pupil premium lead	Mrs Caroline Starling
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 196,000
Recovery premium funding allocation this academic year	£ 29,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0



Part A: Pupil premium strategy plan

Statement of intent

At LECA disadvantaged students will 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 success is an inclusive curriculum, with high quality learning in the classroom, where students are able to demonstrate our INSPIRED values and make sustained and excellent progress.

The current PP strategy for LECA outlines a detailed plan for reading age development, including a wider strategy for developing disciplinary literacy, for improvements in reading across the curriculum. 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. Financial planning is broken down and a summary of spending evaluated against expected outcomes by the Senior Leadership Team.

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.



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Challenge number	Detail of challenge
1	Our assessment data shows that a projected gap in Attainment 8 exists between disadvantaged and non-disadvantaged and across cohorts, academic progress tends to be less rapid, that 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	Our GL PASS data and discussions with students suggest that disadvantaged students are more likely to be 'medium' or 'high risk' for mental health than non-disadvantaged peers.
4	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 3.5% lower.
5	Behaviour data analysis indicates that a higher percentage of disadvantaged students are removed from lessons.

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.



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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
Transforming Teachers Programme	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

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

Budgeted cost: £ 60, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader Programme	Reading comprehension strategies are regarded as highly effective activities, in the EEF's toolkit.	2
Development and implementation of the PiXL Leading Reading Programme	As above	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
1-2-1 and small group tutoring	EEF evidence indicates progress can be achieved with appropriately trained tutors and targeted students, based on robust data.	1



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

Budgeted cost: £ 102, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour, wellbeing and pastoral specialist posts recruited	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).	3, 4 and 5
Attendance Officer appointment	As above – supporting students and their families to help students attend school regularly.	4

Total budgeted cost: £ 187, 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 2020 to 2021 academic year.

In the previous academic year, the academy invested significantly in improvements to literacy and numeracy, across the range of year groups and whilst we did not have a GCSE cohort, in the previous academic year, we did use a range of assessment tools, to track progress.

For those students undertaking targeted interventions for literacy, students achieved an average reading-age increase of 1 year and 8 months, between November 2020 and May 2021. The use of 1-2-1 reading, with fully trained reading TAs was fundamental to the success of this initiative and supported the improvement of students, particularly those with PP funding.

In addition, in Maths, recruitment to create capacity and targeted intervention in Year 10 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.

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
Catch-Up Literacy and Numeracy	Catch-Up
Fix-Up Team	Fix Up
Tassomai	Tassomai
GCSE Pod	GCSE Pod