

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Lostock Hall Academy
Pupils in school	617
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£83,630
Academic year or years covered by statement	19/20 to 21/22
Publish date	Dec 2019
Review date	Oct 2020
Statement authorised by	Nicola Tucker
Pupil premium lead	Nicola Tucker
Governor lead	Mary Martin

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.51 (National Like for Like -0.45)
Ebacc entry	0% due to MFL only
Attainment 8	39.13 (National Like for Like 36.54)
Percentage of Grade 5+ in English and maths	25% (National Like for Like 24%)

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To continue to improve P8 for PP students to achieve at least the same as National like for like students, aiming for no in-school gap between PP and Non PP.	Sep 2022
Attainment 8	To continue to improve A8 for PP students to achieve at least the same as National like for like students, aiming for no in-school gap between PP and Non PP (based on PA).	Sep 2022

Percentage of Grade 5+ in English and maths	To continue to improve Grade 5+ EM for PP students to achieve at least the same as National like for like students, aiming for no in-school gap between PP and Non PP (based on PA).	Sep 2022
Other	To improve attendance to reduce the in-school gap between PP and Non PP.	Sep 2022
Ebacc entry	To continue to improve Ebacc entry for PP students to achieve at least the same as National like for like students, aiming for no in-school gap in entry between PP and Non PP.	Sep 2022

## Teaching priorities for current academic year

Measure	Activity
Priority 1 Reading Plus Intervention (6+)	All Yr 7 students who have not achieved the expected standard will be supported with Reading Plus. Those moving on from Yr 7 who have still not met the expected standard will continue to be supported using Reading Plus.
Priority 2 QFT including Metacognition (7+) and Feedback (EEF 8+)	<p>All staff have been trained in metacognition during 18/19. Staff will continue with this as well as key QFT strategies (priority marking with a focus on literacy, targeted questioning, appropriate seating plans) alongside continued development of the PPfDs to ensure QFT.</p> <p>In 19/20 staff are completing curriculum reviews and the focus will be on metacognition and the pedagogy of teaching and learning within SOL. CPD focuses on: research based PICO project; durable learning; the language of progress (teacher instruction &amp; adaptation, mindsets, oracy &amp; vocabulary); assessment and progress and progress through research (sharing of PICO projects).</p> <p>Feedback will focus on ensuring that students know what to improve and how to improve through use of written and verbal feedback, as well as through AFL which is shown to have impact (EEF T&amp;L guide).</p>
Barriers to learning these priorities address	<p>Priority 1 – Low literacy levels at KS2 are a barrier to accessing the curriculum at KS3 and this leads to underachievement at KS3 and a further widening of the attainment gap by KS4 unless the literacy gap is closed or narrowed in KS3.</p> <p>Priority 2 – Students will understand more readily what they are learning and how to retain and recall information. In addition students will use feedback including AFL grids to improve their understanding of what and how to improve their work.</p>
Projected spending	£61,655

## Targeted academic support for current academic year

Measure	Activity
Priority 1 1:1 intervention and small group teaching/support	CLA students will receive 1:1 intervention from specialist tutors in English, Maths and Science where underachievement is evident. They will receive stretch and challenge if they are meeting the expected standard.

	Other Disadvantaged students will receive small group support in maths, this will be in-class support, to avoid missing other lessons.
Priority 2 Parental Engagement	Continue to contact parents to invite them to academic events, aiming to reduce the barriers which may exist in attending events. Invite parents in to participate in social events such as cookery clubs and Macmillan coffee mornings.
Barriers to learning these priorities address	Priority 1 - Underachievement towards expected student targets Priority 2 – Parental attendance at school events (academic and social) to support their child's education.
Projected spending	£9250

### Wider strategies for current academic year

Measure	Activity
Priority 1 Attendance	Increase attendance of PP students to be in line with attendance of Non PP students.
Priority 2 Forest School	6 cohorts per year to participate in Forest School programmes. Aimed at improving social skills to facilitate improvement, attainment and motivation within the classroom.
Priority 3 Readiness to Learn	Aim to assist students with resources such as revision materials, equipment, clothing, music lessons, supplement cost of school visits etc. as appropriate, to ensure that all students are read to learn and are able to fully participate in the activities of the school community.
Barriers to learning these priorities address	Priority 1 – Students must be present in school to benefit from the learning. Absences inhibit progress. Priority 2 – Improve the team work, resilience, communication and social interaction skills of students, to support and enhance their work in the classroom. Priority 3 – These financial barriers stop students accessing lessons and other activities aimed at providing experiences for life.
Projected spending	£12,725

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Priority 1 - Ensuring that sufficient licences are	Activities planned during literacy lessons. Support and

	<p>purchased and sufficient time is given (in school and at home) to undertaking reading plus strategy.</p> <p>Priority 2 - Sufficient CPD and directed time allocated to teaching staff to facilitate the training on metacognition, curriculum review and feedback.</p>	<p>encouragement to be given to students via English teachers and tutors. Information and support provided to parents.</p> <p>Calendar of events to be generated and shared with staff. Subject time to be increased.</p>
Targeted support	<p>Priority 1 – Closing the gap between PP attainment and their target.</p> <p>Priority 2 - Parental Engagement can be more difficult.</p>	<p>Review and provide support based on need, reviewing regularly to maintain challenge. Early identification with class teacher and intervention tutor, regular reviews to ensure support for CLA or disadvantaged students are meeting their needs. Documentation to be kept to show areas of need, support being provided and impact of support.</p> <p>Parents will be given support to attend events and encouraged to participate in social activities.</p>
Wider strategies	<p>Priority 1 – Experience tells us that closing the attendance gap is difficult.</p> <p>Priority 2 – Ensuring that provision is shown to have impact, whilst not affecting outcomes in lessons withdrawn from.</p>	<p>Staff including attendance, counselling, safeguarding, behaviour for learning, year lead, tutors, teaching staff, support staff and student support manager will continue to work together via RAPPS, safeguarding and other review meetings. All aimed at early intervention and support for families.</p> <p>PP coordinator to manage the sessions, acting as a go-between for students with their teachers for any work missed. Impact to be measured in terms of SLP and behaviour for learning achievements and sanctions.</p>

	Priority 3 – Engaging with students to truly support needs within the financial constraints in place.	Good pastoral knowledge of the entire staff, to identify and support those who are in need. RAPPS and Safeguarding meetings will play an important part in identification.
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**Review: In light of the revised PP template, the Academy plan is being reviewed annually (as usual) but the plan is being rewritten for a new 3 year plan from 21/22 to 23/24.**

**The aims and outcomes will continue to be reviewed annually – next review Oct 2022.**

**The new plan will be in place from Dec 21 onwards and a review of this will take place in Oct 2022.**

<b>Aim</b>	<b>Outcome</b>
To continue to improve P8 for PP students to achieve at least the same as National like for like students, aiming for no in-school gap between PP and Non PP.	Exams did not take place and data was not published for 2021. P8 data is not available.
To continue to improve A8 for PP students to achieve at least the same as National like for like students, aiming for no in-school gap between PP and Non PP (based on PA).	Exams did not take place and full data was not published for 2021. Internal data shows that a continuous narrowing of the gap from 2017 to date. Work continues to improve this further.
To continue to improve Grade 5+ EM for PP students to achieve at least the same as National like for like students, aiming for no in-school gap between PP and Non PP (based on PA).	Exams did not take place and full data was not published for 2021. Internal data shows a narrowing of the gap from 2017 to 2020 but with an increase in the gap for 2021. A new focus on 5EM is in place for 2022.
To improve attendance to reduce the in-school gap between PP and Non PP	Attendance for 19/20 for PP was 92.8% with Non-PP at 95.6%. For 20/21 PP attendance was 89.9% and Non-PP was 96.4%. The PP v Non-PP gap widened due to the impact of the national pandemic, despite considerable efforts by the attendance and BfL team to ensure that students were in school. Daily telephone calls and visits took place to support students into school. In addition, a small number of PP students remained at home during the 2 lockdown periods at parental request (risk assessed by school to ensure their wellbeing and continued engagement in remote

	learning) but their attendance was recorded as absent, due to national attendance rules. Attendance remained better than the national picture despite the gap widening in school.
To continue to improve Ebacc entry for PP students to achieve at least the same as National like for like students, aiming for no in-school gap in entry between PP and Non PP.	The Ebacc entry for the school is beginning to increase. For 2021 it was 11% (Non PP % 11.9% but for PP it was 2%). Further work is ongoing to increase this level of entry overall including for PP. A larger number of PP students (21%) are taking the Ebacc for 2022.