

## **STRATEGY FOR THE USE OF PUPIL PREMIUM FUNDING: 2018/19**

### **LSA Rationale for our spending plans:**

*LSATPAC is committed to a long term, 5 year plan to improve the outcomes of students in receipt of PP funding. Whilst impact is measured annually, the ultimate aim of equality of opportunity and outcomes is constantly a priority. This plan highlights where the funding received for the students in 2018/19 will be spent.*

At LSA our mission is to improve outcomes and experiences for all students ensuring that those affected by disadvantage share fully in the school's success. This will be achieved through the relentless commitment to our values of Aspiration, Endeavour, Respect and Integrity. We continue to be committed to eradicating the variance in performance between our disadvantaged students and others. Our strategy over recent years has drawn on robust internal data, close analysis of the needs of students, combined with research into best practice from national organisations (such as the Sutton Trust) alongside feedback from OFSTED, DfE and external reviews of our provision. While timely, short term intervention programmes in Key Stage 3 showed positive impact on the progress made by our disadvantaged students in that key stage, we strongly believe that consistent, outstanding teaching and the quality feedback that ensues, are the key to all children achieving their potential and this applies to an even greater extent to our disadvantaged students. Alongside this we believe that developing children beyond the classroom, achieving a greater level of engagement in the wider life of school for PP Families, widening access to cultural and academic experiences and developing goal driven aspiration will support the quality learning taking place in our classrooms.

For 2018-19, as part of our ongoing plan, we have continued to identify the following main barriers to progress for our Pupil Premium students as being:

- 1. Low prior attainment in Key Stage 2 (KS2) by disadvantaged students compared to non PP students, in core subjects. Our strategy sets out to address this in Key Stage 3 (KS3) and in particular for those PP pupils who join us late after the start of Year 9.**
- 2. Social, emotional and practical barriers to learning.**
- 3. Lower levels of parental engagement with school and learning in general of parents in receipt of FSM. Including fewer opportunities to engage in learning outside school/in the home environment.**
- 4. The quality of teaching: all students benefit from being taught well but disadvantaged students benefit most. Learning and Teaching must address the wider barriers to learning to ensure quality teaching has maximum impact on attainment and progress.**
- 5. While PP attendance improves, there is still lower attendance at school by disadvantaged students compared to other students. This is narrowing significantly for short absenteeism however persistent absenteeism for PP remains an issue for LSA.**
- 6. Lower levels of aspiration for Pupil Premium students individually, particularly in terms of future careers, training and employment. This begins early in school life with less developed study skills habits and lower levels of engagement in the wider life of the school.**

These spending plans will be subject to change dependent on the evolving needs of the PP students at LSA. This is also based initially on an indicative budget.

The total PP Grant is estimated at £279, 055	Estimated costs in £s
<p><b>Barrier 1 - Low prior attainment in English and Maths.</b></p> <p>Employment of subject specialist Higher Level Teaching Assistants (HLTAs) and TAs. <i>The core of our PP Intervention programme has been built around developing highly effective TA teams now fully integrated into the English, Maths and Science teams. The highly skilled teams provide support to targeted students at Wave 1, the delivery of Wave 2 (additional subject support provided to small groups) and Wave 3 (Numeracy and Literacy support) intervention programmes. In 2018/19 it is expected that these roles will be held accountable through the subject leads.</i></p> <p>Homework and Breakfast clubs for PP in English and Maths</p> <p>Contribution to Science to extend support to tackle gaps in knowledge in Science as a core subject, through quality Teaching and Learning (APE).</p> <p><b>Impact will be measured by:</b>  <a href="#">Improved assessment data (internal and external)</a>  <a href="#">Quality assurance (QA) of the interventions at Wave 2 and 3</a>  <a href="#">Staff and Pupil feedback</a>  <a href="#">Learning walks</a>  <a href="#">Work scrutiny</a></p>	<p>Contribution to salary costs: £192,802</p>
<p><b>Barrier 2a – Social and emotional barriers to learning for PP students</b></p> <ul style="list-style-type: none"> <li>Further development of the Lytham Inclusion (LINC) Centre with a focus on PP students and a coordinated academic/pastoral approach to tackling barriers to learning and developing positive “Behaviour for Learning”. LINC to be manned full time to meet the level of need within the school. LINC is a centre for a range of provision including: social/emotional support for students; special projects (including outdoor bounds); access to external mental health and well-being providers.</li> </ul> <p><b>Impact will be measured by:</b>  <a href="#">Pupil entry and exit data for Linc interventions</a>  <a href="#">QA of Behaviour Points, Homework completion</a>  <a href="#">Pupil Voice</a>  <a href="#">Attainment and attendance data pre &amp; post Linc intervention/ work with outside agencies</a>  <a href="#">Improved attendance of targeted students</a>  <a href="#">Analysis of NEETS</a></p>	<p>Salary costs: £29,092</p>
<p><b>Barrier 2b - Practical barriers to learning for PP Students:</b></p>	<p>£12,700</p>

<p><b>To supplement the FSM rate to ensure pupils have a nourishing lunch and Hardship Fund</b> to support our PP with uniform, transport, meals etc</p> <p><b>Impact measured by:</b> Attendance rates, pupil and parent voice activities. Also measured by participation rates in extra curricular activities.</p>	
<p><b>Barrier 3 – Lower parental engagement &amp; lack of opportunities to engage in learning outside school/ in the home environment</b></p> <ul style="list-style-type: none"> <li>• To provide academic revision support for parents in Y10 and 11 with off site revision events to engage with parents</li> <li>• Staff across the curriculum may bid for learning materials, revision resources, funding for events and other opportunities specifically for named PP students. Staff must indicate and measure the expected impact. Priority is given to Core subjects of English, Maths and Science in the short term.</li> <li>• Easter School will be funded with specific focus on Pupil Premium attendance at sessions</li> <li>• Appointment of academic leaders at KS3 and KS4</li> <li>• Access to Beyond the Bell Homework Club, staffing and resources</li> <li>• Pupil Premium specific CEAIG and aspirational events and contribution towards the appointment of a PP/LAC Learning and Aspirations Mentor</li> </ul> <p><b>Impact will be measured by</b>  Heads of Department in each data assessment point report (once a term analysis of PP performance reported and analysed during SLT QA)  Attendance figures at other provisions and resulting exam/assessment data  BTB Coordinator termly analysis and yearly report</p>	<p>£5000</p> <p>£5000</p> <p>£10,417</p>
<p><b>Barrier 4 – Access to outstanding teaching with a focus on developing the oracy of pupils and tackling the vocabulary gap of our PP students</b></p> <p><b>Science</b> – The further development of a pilot Core Science Skills programme to address a lack of prior knowledge and ensure a strong foundation in key concepts to tackle underachievement. (To be led by new TLR holder in science and delivered in association with HLTA Science developing a model similar to that now embedded in Maths and Science)</p> <p><b>Staff Training:</b> planning to meet the needs of all students; sharing best practice, standards and high expectations; support for underperforming teachers; addressing any lack of consistency in teaching quality across the school. <i>The programme of funded CPD to be conditional, requiring funded staff to offer staff training during the term they attend a funded course. Priority to be given to training with a PP Focus.</i>  <i>Development of Oracy and addressing the vocabulary gap of our Pupil Premium students.</i>  <i>Accelerated Reader contribution</i></p> <p><b>Impact measured by Data tracking</b>  Individual staff appraisal processes  Learning walks and lesson observations  Student and staff voice activities  Analysis of Accelerated Reader records for PP students  Outcomes for disadvantaged students over time</p>	<p>£13, 065</p>

<p><b>Barrier 5 – Poorer attendance at school</b></p> <p><b>To continue to improve attendance</b> and reduce persistent absenteeism amongst PP students.</p> <ul style="list-style-type: none"> <li>• Parental engagement programmes (detailed and costed above)</li> <li>• The development of specific incentives and opportunities for PP students and their families linked to attendance targets.</li> <li>• Student Inclusion Worker. A vital part of the Inclusion team providing home school liaison, supporting families to ensure children are in school and able to learn.</li> <li>• BASE Behaviour, Attendance support engagement will offer proactive support to PP Students with issues around behaviour, attendance, organisation and routines.</li> </ul> <p><b>Impact measured by:</b> Attendance and punctuality of FSM and CLA</p>	<p>£10,979</p>
<p><b>Total planned PP Spend</b></p>	<p>£279,055</p>