

## 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 students.

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	Longdean School
Number of students in school (7-11)	1172
Proportion (%) of pupil premium eligible students	24.23% (284 students)
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024-25
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Graham Cunningham Headteacher
Pupil premium lead	Sarah Embrey Deputy Headteacher
Trustee lead	Joanne Green

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 271,220
Recovery premium funding allocation this academic year	£ 43,432
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 63,243
<b>Total budget for this academic year</b>	<b>£ 377,895</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our Pupil Premium strategy is aimed at addressing the academic gaps and disadvantage these students face in and beyond the school environment. Our objectives are to improve teaching and learning, address academic gaps, improve academic behaviours such as attendance, ATL, homework and revision and to ensure students enjoy their holistic experience at Longdean.

Our Pupil Premium Strategy outlines a diversity of strategies to support our ultimate aims for disadvantaged students. Our curriculum is innovative and flexible, allowing for personalisation, offering support and challenge for all our learners both inside and outside the classroom. This innovative curriculum underpins much of the work we do to ensure every student can access the curriculum and strive to gain success at their individual level. We employ a wide variety of interventions and testing to identify and address academic and social gaps. We also invest a considerable amount of time and financial assistance in staff and systems to support students and their families social and emotional well-being. Finally, we prioritise cultural capital as a means to develop a love of life-long learning beyond the classroom and give students opportunities and experiences to support future choices. We choose purposeful enrichment opportunities for our students which will have the most leverage and impact in their lives such as revision, training and coaching, clubs, trips and careers advice to name a few.

The key principles which underpin this strategy plan are our whole school's priorities. These determine where we focus our time, effort and financial support. Those priorities are displayed in every classroom in 'kids speak':

1. We want to help you to improve your writing and understand more words
2. We will ALL (us and you) work at being supportive and innovative; we will keep challenging you to be the best you can be and will continue to challenge us to be the best we can be
3. We will keep improving our Post-16 offer to make our sixth form bigger and better
4. We will use new computers, tablets, software and programmes to improve our teaching and your learning
5. We will make sure our lessons and our feedback help ALL of you improve and learn at a level that is right for you
6. We want to make sure that all of you are coming into school all of the time
7. We want to make sure all of your parents and carers know about everything that is happening in school and that they feel fully involved in your education

Everything we do at our school is to fulfil one of these priorities and that is no different for our Pupil Premium strategy. By focusing on these seven areas, we know that all students will be given a robust, fair and uncompromising education whereby the impact of this will especially improve the life changes for those who are disadvantaged.

## Challenges

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

Challenge number	Detail of challenge															
1	<p>Developing numeracy and literacy across the curriculum to ensure a secure base for the Key Stage 3 and 4 curriculum</p> <p>Reading/ literacy and numeracy ages of the KS3 students entering from primary school are lower than the national average. Diagnostic assessments using the GL CATS and PT packages highlight that disadvantaged students are even further behind their peers. CATS national average standardised score is 100 and, whilst the non-disadvantaged average sits below this at 95, the disadvantaged cohort sits at 89 (mean across all 4 batteries) There is a 7 point gap in both quantitative and verbal. 16 disadvantaged students have results in the lowest 10<sup>th</sup> percentile.</p> <p>This is a similar pattern in year 8.</p>															
2	<p>Developing students’ social and emotional well-being following two disrupted years caused by Covid-19</p> <p>We have seen greater numbers of referrals to internal and external counselling services. Local authority data on domestic abuse showed considerable upturn during the pandemic. During lockdown families reported anxiety issues affecting students in all year groups. The number of students school refusing citing mental health concerns has increased since the start of the pandemic.</p> <p><a href="#">Gov.uk - Covid19 mental health surveillance report</a></p>															
3	<p>Close learning gaps caused by the disrupted learning due to COVID-19</p> <p>Disadvantaged students make less progress and have lower attainment than their non-disadvantaged peers especially in EBACC subjects at KS4.</p> <p>Attainment and Progress:</p> <table border="1"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Attainment gap (A8)</td> <td>-1.1</td> <td>-1.3</td> </tr> <tr> <td>Progress gap (P8)</td> <td>-0.3</td> <td>-0.6</td> </tr> <tr> <td>EBACC gap (A8)</td> <td>-1.1</td> <td>-1.6</td> </tr> <tr> <td>EBACC gap (P8)</td> <td>-0.3</td> <td>-0.7</td> </tr> </tbody> </table> <p>At KS3 and 4, internal question level analysis data has also revealed that disadvantaged pupils have significant knowledge gaps relating to the topics that were taught during lock down. This implies a lack of engagement during the online learning period.</p> <p>Disadvantaged students report that the key aspect to them understanding a subject is the teaching in the classroom and how much the teacher engages them in the topic. Observations suggest that differentiation and a clear understanding of the barriers disadvantaged students</p>		2017-18	2018-19	Attainment gap (A8)	-1.1	-1.3	Progress gap (P8)	-0.3	-0.6	EBACC gap (A8)	-1.1	-1.6	EBACC gap (P8)	-0.3	-0.7
	2017-18	2018-19														
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EBACC gap (A8)	-1.1	-1.6														
EBACC gap (P8)	-0.3	-0.7														

	<p>face in their learning and how to overcome them are not always clear to teaching staff. Whilst the pastoral elements that affect students are well catered for, creating a classroom environment that overcomes educational barriers will determine the level of improvement disadvantaged students make.</p>
4	<p>Develop learning and academic behaviours such as ATL, homework, revision and reading</p> <p>Motivation and engagement of disadvantaged pupils in relation to their learning resulting in poor behaviour within lessons. Behaviour data shows that, on average, disadvantaged students get 5.5 more behaviour points than those of their peers</p> <p>Internal data relating to on-calls used in lessons has shown that 60% of on-calls relate to disadvantaged students. A large percentage of the students in detention are disadvantaged pupils.</p> <p>Disadvantaged ATL is on average 0.5 points lower than their peers. This discrepancy appears to be contributing to a widening of the attainment gap.</p> <p>*NB. See reading ages in challenge 1</p>
5	<p>Develop positive attendance behaviours (improve attendance through cultural shift)</p> <p>Our attendance gap between our disadvantaged students and their peers is on average 6.4%. This is most evident in the 2021-22 year 10 and 11 cohort. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged students' progress.</p>
6	<p>Develop students' cultural capital to address life-long learning culture</p> <p>During lockdown all students have had limited access to cultural capital opportunities. Students report that a lack of clubs (both in-school and beyond the school environment) affected their mental health. This was more evident in the questionnaire results from disadvantaged students. Poverty proofing trips is key to ensuring all students feel they have access to enrichment activities.</p>

## 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.

Please note: All data noted in the following document discusses our full data with all legacy courses included. This may be different to published data as our options system means our legacy data is not always included in published data.

Intended outcome	Success criteria  <b>By the end of our current plan in 2024-25</b>
Improve literacy and numeracy skills across all year groups but in particular at KS3, specifically focusing on those students below their chronological age	<ul style="list-style-type: none"> <li>• Reading tests demonstrate improved fluency and comprehension skills and SAS scores in line with national average</li> <li>• Internal quality assurance of work in books will demonstrate well structured extended writing using subject specific language</li> <li>• The same pattern will be evident in the data produced by numeracy assessments.</li> </ul>
Improved social and emotional well-being for key groups of students	<ul style="list-style-type: none"> <li>• Positive attitude to school (questionnaire)</li> <li>• Improved attendance across key student groups</li> <li>• Fewer referral to external services for mental health support</li> </ul>
Improve the attainment and progress of disadvantaged students year on year (with a specific focus on the EBACC subjects)	<ul style="list-style-type: none"> <li>• The attainment scores of disadvantaged students in KS4 will have improved overall</li> <li>• The gap between disadvantaged students and their peers will have reduced overall</li> <li>• Percentage 4+/5+ in EBACC subjects has improved</li> </ul> <p>In 2024/25 the following measures will be aimed for:</p> <ul style="list-style-type: none"> <li>• Attainment 8 gap = 0</li> <li>• Progress 8 gap = 0</li> </ul>
Improved teaching and learning for teachers and students	<ul style="list-style-type: none"> <li>• Teaching in lessons demonstrates high quality differentiation including adaptive and responsive approaches</li> <li>• All students can access the curriculum to close the learning gap</li> </ul>
Improvement in learning behaviour of students	<ul style="list-style-type: none"> <li>• Number of behaviour points decreased</li> <li>• Number of fixed term exclusions decreased</li> <li>• Number of homework points decreased</li> <li>• ATL improvements</li> </ul>
Improved attendance	<ul style="list-style-type: none"> <li>• Percentage attendance improves for all key groups</li> <li>• Reduction in attendance gap between disadvantaged and non-disadvantaged peers</li> </ul>
Greater opportunities for cultural capital	<ul style="list-style-type: none"> <li>• Number of students engaging in extra-curricular opportunities increases</li> <li>• Number of students attending school trips increases</li> <li>• Poverty proofing exercise complete and impact on disadvantaged students reduced</li> </ul>

## 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

Budgeted cost: £ 33,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Unremitting focus on quality first teaching where all teachers are supported to improve practice (tailored support for ECTs and RQTs)</p> <p>Implement a cyclical CPD model that addresses all areas relating to teaching and learning (including INSET, T&amp;L briefings, T&amp;L meetings. Twilight CPD, subscription to teacher training to allow staff to access as and when they need)</p> <p>Freeing up teachers and heads of faculty for curriculum development and CPD</p> <p>A cyclical quality assurance process</p>	<p>Quality first teaching and learning is shown to have the biggest impact upon the progress of disadvantaged students' outcomes. The evidence for this can be seen here: <a href="#">EEF Teaching &amp; Learning</a></p> <p>Departmental audits, observations and appraisal form the basis of the CPD planning for the school. Lead practitioners then plan holistic CPD and personalised approaches for identified staff to ensure all elements of the school T&amp;L priorities are met. High quality assessments are a focus and produce accurate feedback that is acted upon by all classroom based staff.</p> <p>Whilst our Key Stage 4 curriculum is different to most schools in the country, our option programme offers an in-depth study of choice with considerably more hours a week than a standard curriculum. We plan a high challenge knowledge curriculum that has been designed using Ofsted research <a href="#">OFSTED Curriculum Development</a> without losing our unique approach.</p>	3
<p>Implementation of an accountability structure to ensure progress for option, year 11 and 13 allowing for effective departmental intervention</p>	<p>At least 2 times per year the Headteacher and T&amp;L trustee meets with the director of learning to discuss attainment in option, core and 13. From this departmental intervention and year group personalised intervention can be implemented effectively and action plans written. Teacher intervention is supported through the lead practitioners and student intervention follows the small group intervention model. The EEF toolkit identifies this as a highly effective strategy in promoting the progress of disadvantaged pupils. <a href="#">EEF small group intervention</a></p>	3
<p>Purchase of standardised diagnostic assessments to target classroom base and withdrawal interventions.</p>	<p>Standardised tests (GL assessment - CATs, NGRT and PT series) can provide reliable insights into the strengths and weakness of individual pupils. This will ensure that</p>	1,3

<p>CPD for staff on the use of diagnostic assessment so that the application of knowledge tasks identify gaps in knowledge</p>	<p>students receive appropriate support through targeted interventions.</p> <p>At Longdean we use high quality assessments developed by subject specialists to create question level analysis. Alongside the GL assessment insights, we will support staff through CPD to adapt their curriculum for every student. Findings from the EEF Diagnostic Assessment insights will be incorporated into the training of teachers.</p> <p><a href="#">EEF Diagnostic Assessment</a></p>	
<p>Implement reading strategies through DEAR and extended writing strategies in core and option subjects</p>	<p>Owing to the significant differences in standardised scores between disadvantaged and their non-disadvantaged peers, reading and extended writing is a key priority both in terms of teaching and in intervention. There is significant research about the impact of reading:</p> <p><a href="#">Gov.uk Reading for pleasure research</a>  <a href="#">Literacy Trust - Reading England's Future</a>  <a href="#">cfey.org - Reading age, education and life outcomes</a></p> <p>We have also identified that students have lost their writing stamina in lockdown. All subject staff where extended writing was required had noticed a drop in stamina of all students, with significant drops amongst those from disadvantaged backgrounds.</p>	<p>1,3</p>
<p>Purchase of Century to support independent learning and homework at a personalised level</p>	<p>Owing to the significant mixed ability profile of our students we identified a need for greater personalisation of homework and revision support. We have also had a long-standing issue with student independence and homework which we have tried many different strategies for improving.</p> <p><a href="#">Century Tech Impact</a></p>	<p>1,3</p>
<p>Development of ICT infrastructure to support teaching and learning in all curriculum areas through:</p> <ul style="list-style-type: none"> <li>• TA laptop availability to develop resources to support SEN learners</li> <li>• Laptop lease scheme</li> <li>• Year 7 schemes of work – embedding technological learning in all subject areas to enhance curriculum</li> </ul> <p>Allow support for home learning should the need arise for individual and whole cohorts of students.</p>	<p>At Longdean we are implementing technology-assisted strategies to support learning, with the focus being on the year 7 curriculum. Departments have developed schemes of work that incorporate technology assisted teaching and learning effectively to ensure an appropriate mixed learning approach. This will not only support in the classroom but also at home or in any further lockdown situations.</p> <p><a href="#">Literacy trust - impact of ICT</a>  <a href="#">EEF School closures and the attainment gap</a></p>	<p>1,3</p>

Introduction, implementation and embedding of Maths Mastery Curriculum	<p>The KS3 maths curriculum was found to be engaging enough for students and did not offer enough challenge from KS2 (Ofsted and internal reviews 2018-19)</p> <p>Implementation of a new scheme of work and a focus on maths mastery in KS3 is now a 3-year project (2020 – 23)</p> <p><a href="#">EEF Mastery Learning</a> (+5mnths)</p> <p>Planned extended roll out to Science and Technology 2023-24.</p>	1
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## Targeted academic support

Budgeted cost: £ 110,830

Please note, the school led tutoring grant also supports students in this section to the sum of £30,000 – not allocated within this document but noted in section 1 of targeted academic support.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p><a href="#">EEF One-to-one tutoring</a> (+5mnths)</p> <p>And in small groups:</p> <p><a href="#">EEF Small Group Tuition</a> (+4mnths)</p> <p>The chosen approach will consider the research and the most effective intervention based on the needs of individual pupils to ensure personalisation.</p>	1,3
<p>Individualised revision sessions for option and year 11 students:</p> <ul style="list-style-type: none"> <li>Accelerate Programme + Maths Super Saturday</li> <li>Supported alongside school-led tutoring in key areas</li> </ul>	<p>Longdean has run an ‘Accelerate ‘ programme for year 11 core subjects for the past 4 years and results show an 1/3 grade improvement for those engaged in it for Maths, English and Science.</p> <p>Super Saturday allows students to be specifically tutored for Maths when they are likely to be able to predict the topics that will be on the final paper of the three. Student feedback is 100% positive that it supported them into the third exam.</p>	3
<p>Boost programmes:</p> <p>Students identified into intervention groups:</p> <p>Catch up literacy (Caxton)</p> <p>Read Write Inc</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p><a href="#">EEF One-to-one tutoring</a> (+5mnths)</p> <p>And in small groups:</p> <p><a href="#">EEF Small Group Tuition</a> (+4mnths)</p>	1,3

<p>Lexia Echo reading Peer tutoring Small group year 11 intervention</p> <p>Catch up numeracy (Caxton) Small group year 11 intervention</p>	<p>The chosen approach will consider the research and the most effective intervention based on the needs of individual pupils to ensure personalisation. Each programme leads on to the next and students are assessed using standard GL assessment tests to ensure they are having intervention at the appropriate level for them.</p> <p><a href="#">Catch up numeracy evaluation of effectiveness</a> <a href="#">Helen Arknell research - what works for children with literacy difficulties</a></p>	
<p>DEAR reading projects including ECHO reading</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">EEF Reading Intervention</a> (+6mnths)</p>	<p>1,3</p>
<p>Prep (specifically targeted at year 9 and the first year of option)</p> <p>Homework club (years 7 &amp; 8)</p> <p>Subject hubs (10 &amp; 11)</p>	<p>As students enter their first option, they often require extra support with organisation and development of research based learning. Prep offers this to key disadvantaged students in year 9.</p> <p>A large proportion of the student in detention due to a lack of homework are from disadvantaged background. One of the main reasons for a lack of homework from these students is a lack of quiet learning space and access to resources. The homework club provides this space.</p> <p>Subject hubs focus specifically on re-learning and developing in-depth knowledge of subject specific topics. Each run weekly.</p> <p><a href="#">EEF Extending School Time</a> (+3mnths) <a href="#">EEF Homework</a> (+5mnths)</p>	<p>1,3</p>
<p>Positively Mad &amp; the Year 11 tutor programme</p>	<p>Metacognition and self-regulation are sometimes known as 'learning to learn' and are intended to help pupils think, more explicitly, about their own learning. Tutors work through final preparation with students encouraging them to develop timetables and complete revision in a way that is personalised to them. 'Positively Mad' workshops then focus on metacognition to reinforce revision techniques close to examinations. An external provider reinforcing the message supports the students to take on board the advice from teaching staff. It supports them to set specific goals, and monitor and evaluate their own academic development in year 11.</p> <p><a href="#">EEF Metacognition</a> (+7mnths)</p>	<p>3,4</p>
<p>Alternative Provision</p>	<p>A small number of our students need support with behaviour, attendance and learning from professionals away from the school environment. Sometimes these are short-lived interventions and occasionally these are full-time courses at alternative provision settings. They are</p>	<p>2,3,4,5</p>

	fully monitored by Longdean to ensure they are value for money. <a href="#">Gov.uk Research in to AP</a>	
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## Wider strategies

Budgeted cost: £ 150,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance interventions based on regular data analysis embedding principles from DfE's : <a href="#">Improving School Attendance</a></p> <ul style="list-style-type: none"> <li>Attendance officer to monitor and support attendance</li> <li>PP champions and pastoral managers dedicated to each year group to support on-going attendance interventions and support for vulnerable families</li> <li>Family support worker (FSW) employed to work with vulnerable families to identify issues, improve attendance and support with other issues around the child and family</li> </ul>	<p>Attainment of students will only improve if they are attending school <a href="#">NFER Briefing for School Leaders</a></p> <p>Current attendance monitoring shows that disadvantaged students have considerably higher absence than their peers. <a href="#">Improving School Attendance</a></p> <p>Supporting a cultural shift in attitudes of parents was felt to be key in a small number of situations. A FSW has been employed to engage the most hard to reach families and support families and students with exceptional needs.</p>	5
<p>PP champions in all year groups 7 through 11 and one in year 6 to develop transition projects and support students to settle well at Longdean:</p> <ul style="list-style-type: none"> <li>Develop links with children and families to improve engagement with school</li> <li>Reading projects to develop reading literacy in DEAR (see above)</li> <li>Behaviour and attendance strategies</li> </ul>	<p>At Longdean we identified the need to work with parents and carers more effectively to make significant cultural shifts about school and their impact on their child's attainment and progress. In order to do this, we felt that we need to grow the pastoral team to allow a greater focus on meeting these needs: <a href="#">Best Practice in Parental Engagement</a></p>	2,3,4,5,6
<p>Use of school counsellor, Educare training for pastoral leads and employment of family support worker</p>	<p>From student surveys and parental monitoring during the pandemic, many students have reported struggling during and after lockdown. In response to this the school has employed more school counsellors who are expertly</p>	2,4,5

	<p>trained and ready to respond to student needs. Longdean has also employed a mental health and assistant champion.</p> <p><a href="#">EIF report on adolescent mental health</a></p> <p>There are a team of pastoral leads in each year group: Director of year, pastoral manager and PP champion who support students every day. We have purchased Educare for resources and CPD training on mental health and well-being elements of the pastoral care system.</p> <p><a href="#">NFER Value of Social Care Workers in Schools</a> <a href="#">Best Practice in Parental Engagement</a></p>	
<p>Implementation of effective behaviour mentoring programme through PP champions to support students to manage their behaviour</p> <ul style="list-style-type: none"> <li>• PP champions group</li> <li>• Pastoral manager intervention</li> <li>• External agencies</li> </ul>	<p>Many disadvantaged students find it difficult to regulate their behaviour. In response to this Longdean has employed PP champions in every year group to target the ATL of students and discuss and implement strategies to support improved behaviour for learning.</p> <p>The EEF toolkit has researched how behaviour mentoring can positively impact not only student wellbeing but also progress:</p> <p><a href="#">EEF Behaviour Intervention</a></p>	3
<p>Employ a full-time careers advisor in house to develop careers opportunities in every year group and support disadvantaged students to follow pathways suited to a personalised aspirational model</p>	<p>At Longdean disadvantaged students lack aspirational motivation and this has only been compounded by lockdown. Students have identified the following as reasons for a low aspirational attitude:</p> <p>“Need to earn money for the family; a lack of understanding of what is out there; no-one has ever gone to uni they just went to work” as a few examples.</p> <p>Providing opportunities for students to investigate futures and careers leads to higher aspirations in our experience:</p> <p><a href="#">Career education at primary</a> (whilst primary, offers a significant insight into early career interventions) <a href="#">AOC Why careers education is more important than ever</a> <a href="#">EEF Careers Education Mis-match</a></p>	3,6
<p>Use of the Go4schools platform which helps staff to use seating plans effectively so that there is a focus on disadvantaged pupils in each lesson. This will include key indicators e.g. reading ages, alongside other useful information such as behaviour statistics to inform appropriate teaching strategies.</p>	<p>The teacher should be able to justify the arrangement of desks and chairs on the basis of certain educational goals.’ (Sommer, 1977) Providing opportunities for staff to revisit their seating plans alongside assessment and monitoring cycles will allow teachers to reflect on the curriculum needs and the most effective way to deliver the content, adapting their practice and plans dependent on the gaps in knowledge.</p>	1,3,4

Use of Go4schools platform to engage with parents about students' progress		
Transition into year 7 summer school and transition into year 11 summer school	<p>Over the last two summers we have identified the importance of summer school. Two year groups, year 6 into 7 and year 10 into 11 are invited for a week of small group-teaching focussing on core skills. Both summer schools have clear learning aims with focus on numeracy, literacy and metacognition in year 7 and core curriculum in year 11.</p> <p><a href="#">EEF Summer Schools</a></p> <p>It is important to note that this research was conducted prior to lockdown 1 and 2. Our own research last year showed considerable impact for students in 7 and 11 and feedback was exceptionally positive. Impact was based around attainment and mental health elements.</p>	1,2,3
<p>Development of the enrichment curriculum to develop student cultural capital, confidence and a life-long love of learning beyond the school:</p> <ul style="list-style-type: none"> <li>• Funding for enrichment programmes</li> <li>• Support for excellence programme</li> <li>• 50 things (KS3)</li> <li>• DofE</li> <li>• Specific music lesson support</li> <li>• Covering/ supporting cost of equipment</li> <li>• Teacher time for activities</li> <li>• Enrichment week + year 7 residential activity</li> <li>• Curriculum and non-curriculum trips</li> </ul>	<p>At Longdean we strongly believe that disadvantaged students should have access to all the opportunities their peers experience.</p> <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p> <p><a href="#">EEF Outdoor Education</a></p> <p><a href="#">EEF Physical Activity</a></p> <p>Recent research also points towards cultural participation having an impact on analytical and academic competence:</p> <p><a href="#">Cultural capital, teacher bias and educational succes (Jaeger &amp; Mollegaard, 2017)</a></p>	4,5,6
<p>Implement a comprehensive support programme for any student resources required to include:</p> <ul style="list-style-type: none"> <li>• Revision books</li> <li>• Reading books</li> <li>• Uniform</li> <li>• PE kit</li> <li>• Extra-curricular equipment/ kit/ instruments</li> </ul>	<p>Disadvantaged parents and students have identified that one of the greatest challenges to attending, enjoying and doing well at school is to ensure that their children 'don't feel different (<a href="#">Disadvantaged survey – PP champions 2020</a>)</p> <p>In order to combat this we are attempting to poverty proof the school by ensuring parents do not have to worry about paying for resources they need for their children.</p>	4,5,6
Contingency fund	Based on our experiences and those of similar local schools to ours, we have identified a need to set a small	All/ Any

(3% of PP allocation 2021-22: £11,337)	amount of funding aside to respond quickly to needs that have not yet been identified.	
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**Notes:**

There is a planned and intended carry forward of £39,070 to supplement the school-led tutoring for the next two years as funding for this reduces year on year to 2024-25. This has been worked out as a percentage requirement per year for allocated tutoring.

**Total budgeted cost: £ 338,825 (+planned £39,070 carry forward under 3-year spending plan)**

## 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 students in the 2020 to 2021 academic year.

Due to covid-19, performance measures have not been published for 2019-20 or 2020-21. A detailed pupil premium review took place in 2018-19 and many strategies have been implemented in the subsequent two years. However, covid-19 did mean that we had to adapt our plans considerably.

Some key findings have been highlighted below:

- Internal assessment data produced through our rigorous teacher assessed grade (TAG) policy highlighted that disadvantaged students were significantly behind their peers in terms of progress and attainment. PP students had an attainment 8 (A8) score of 4.0 versus their non-disadvantaged peers with 5.0. This is also the case in terms of progress 8 (P8) with disadvantaged scoring  $-0.1$  versus a positive  $0.2$  score for their non-disadvantaged peers. This does demonstrate a closing of the gap from 2018-19 in both A8 and P8.
- The basics measures of grade 5 (strong pass) in English and Maths were disadvantaged 27.6% versus non-disadvantaged 53.3% (Gap  $-25.7\%$ ) Grade 4 English and Maths were disadvantaged 46.6% versus non-disadvantaged 71.5% (Gap  $-24.9\%$ ) Whilst it is difficult to compare attainment between the 2021 cohort and the 2019 cohort due to the impact of a reduced curriculum, internally led examinations and TAGs, it is important to note that the gaps reduced from 2019. Gaps reduced at 5+ by 1.7% and at 4+ by 2.5%.
- EBACC measures also show a reduction in the gap. The EBACC A8 gap in 2019 between disadvantaged and non-disadvantaged was  $-1.6$  whereas in 2021 it saw a closing of this gap to  $-1.1$ .
- OPEN measures too saw a reduction in the A8 gap: 2019  $-1.2$  and 2021  $-0.9$ .
- Tracking and monitoring of the 1:1 and 3:1 Mytutor programme last academic year, benefitted 56 students from years 9 – 11. Student feedback was extremely varied, the first group, all year 11, (prior to all the new tutors coming on board for the NTP) reported a positive impact and 15/20 (75%) enjoyed the sessions and felt they were beneficial. The second group of 9 – 10 were much more disparate in their views and did not, generally, like the online experience. The first group had attendance of 85%, higher than Mytutor's national figure of 70%. However, the second group dropped to 70% and this required a considerable amount of badgering to ensure they attended. Only 40% of this group reported a positive response from the programme. Overall academic impact: Group 1: 80% achieved 4+ in the subject they were studying; 30% achieved 5+. Group 2: Have not yet sat GCSE English language but year 9 and 10 assessments showed 40% made an improvement inline or above their peers. Ongoing monitoring may further assess impact.
- Tracking and monitoring of behaviour has changed considerably over the past few years and therefore, comparisons with previous data are difficult. In 2021-22 we will be introducing an even more streamlined approach to monitoring. Underlying behaviour data has remained resolutely stubborn, with disadvantaged students getting 5.5% more behaviour points than their non-disadvantaged peers. This has been a trend for over three years although overall behaviour points were down in 2020-21, mainly due to absence from school for lockdown 2 in the spring term of 2021. In 2021-22 we will be monitoring the number of students accruing these points more carefully as it is a smaller proportion of students accruing the larger points totals in the disadvantaged cohort.
- The overall attendance for disadvantaged students was 87.8% against 94.7% for non-disadvantaged (Gap  $-6.4\%$ ) However, the persistent absence for disadvantaged groups has reduced and they have a 1% positive trend against their non-disadvantaged peers. This is, without doubt, down to the work done by PP champions during the lockdown period and on return to school. However, we need to roll this work out to the whole disadvantaged cohort to ensure we maintain these improvements.

- Students and parents reported that the implementation of the PPchampions programme into key year groups made a considerable difference. “They checked in on me and \*\*\*\* every week in lockdown and delivered a laptop, work and free school meal vouchers. It made a huge difference to \*\*\*\* to know someone was keeping an eye on him.” The 20 targeted disadvantaged students in each year group had significantly better attendance over the lockdown period compared to those not targeted. This continued after the lockdown period into the summer term.

### Externally provided programmes

Programme	Provider
CAT4	GL assessment
Lexia Core 5	Lexia
NGRT	GL assessment
Mytutor (1to1 tuition)	Mytutor
Read Write Inc	Oxford University Press

**Further information (optional)**

The pupil premium strategy will work hand in hand with our whole school priorities, taking into account relevant research. It will be adapted regularly to suit the cohort of our students and any changes due to Covid19 regulations and impacts. We will continually assess the impact and financial viability of intervention strategies and adapt accordingly. The strategy will work hand in hand with our school-led tutoring programme to ensure all students receive a personalised approach to the intervention they receive.