

Pupil Premium strategy statement: Lightcliffe Academy

1. Summary information					
School	Lightcliffe Academy				
Academic Year	2018/19	Total PP Budget	£257,990	Date of most recent PP Review	Sept 2018
Total number of pupils	1218	Number of pupils eligible for PP	287 (23.6%)	Date for next internal review of strategy	May 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Grade 4 or above in English and maths GCSEs (2018)	44%	63.3% (2017)
Progress 8 score average (2018)	-0.64	+0.11 (2017)
Attainment 8 score average (2018)	37.8	44.2 (2017)

3. Barriers to future attainment (for pupils eligible for PP)	
In-School Barriers	
1.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupil, this prevents them from making good progress in Year 7. In 2018 KS2 average score for pupils eligible to PP was 101.8 vs 105.1 for other students.
2.	Pupils who are eligible for Pupil Premium funding may arrive at Lightcliffe Academy lacking education ambition and have low aspirations.
3.	Behaviour issues for a small group of pupils (who are eligible for PP) is having an effect on their academic progress and that of others. Exclusions for pupils eligible for PP are around 3 times higher than those who are not.
External Barriers	
4.	Many pupils eligible for PP are from families who struggle financially. This reduces the amount of extracurricular opportunities outside and inside of school.
5.	Attendance rates for pupils eligible for PP are below those of all children in the academy (91.2% vs 94.2%). This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress at GCSE for pupils eligible for PP, closing the gap between them and their peers within school and nationally.	The progress of PP pupils from different starting points closes the gap significantly on that of other pupils nationally. Progress 8 for PP students trending rapidly towards 0.
B.	Pupils eligible for PP experience consistently good or better lessons with clear structure, support and challenge.	Lesson observations, learning walks and work scrutinies identify all lessons as good or better. Inadequate teaching is eradicated.
C.	Literacy and Numeracy is no longer a barrier to learning for eligible pupils across the Key Stages. Progress identified through the use of external literacy and numeracy assessments at KS3 and through GCSE results at KS4	Improved performance in assessments over time, including external and internal assessments.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves and are striving for the whole school target of 97%.
E.	Eligible pupils have increased access to enrichment, extra-curricular experiences and quality careers information and guidance.	Eligible pupils will have increased participation in enrichment activities, extra-curricular experiences and quality careers information and guidance.

F.	The behaviour data of PP pupils match that of non-PP pupils.	There is a reduction in the difference in the number of fixed term exclusions between eligible and non-eligible pupils. Other behaviour indicator gaps are also diminished.
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5. Teaching & Learning Strategies		
	Strategy	Desired outcome
A.	Quality first teaching is delivered through the consistent use of the academy teaching model.	A consistent approach to teaching across the academy leads to progress for all students, making particular impact upon pupils eligible for PP.
B.	Teachers prioritise the marking of Pupil Premium pupils.	This will ensure the highest quality feedback is given to these pupils every time in order that they have the best chance to make rapid progress and that staff are reminded regularly of who the pupils eligible for PP are.
C.	Teachers keep a data folder within which an annotated seating plan for each class.	Notes contains information about how the teacher is supporting any disadvantaged pupils to make rapid academic progress.
D.	When circulating to offer support, Pupil Premium pupils are prioritised.	Pupils given quality in-class feedback to enable progress.
E.	'No hands up' questioning is used in all lessons, with an emphasis on questioning pupils eligible for PP.	Pupils eligible for PP are in the habit of knowing they will be questioned regularly and therefor concentrate throughout lessons.

6. Planned Expenditure & Other Supporting Strategies						
Educate						
	Desired outcome	Chosen action / approach	Evidence and rationale	Quality assurance of implementation	Staff lead	Date for review of implementation
	Robust profiling system to facilitate effective CPD.	Update profile criteria to ensure it is fit for purpose. Review of staffing profiles to provide baseline. Link profiles and staff performance to CPD provision explicitly. Analysis of QA documentation to focus CPD to staff needs. Use of experienced and highly effective staff, leadership and CET to mentor staff needing support.	EEF: There is particularly good evidence around the potential impact of teacher professional development.	Line managers' monitoring plus use of QA to evidence staff profile. Appropriate support for appropriate levels of staff ability. CPD monitored through observation and feedback.	GSN	December '18
	Eradicate inadequate teaching.	Identification of practitioners needing most support using the new profile documentation (see above) and historical performance. Concerns shared with relevant practitioners in addition to the support programme. High quality & regular support is provided.	EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.	Teacher improvement or movement to TED. Enhanced monitoring through climate checks, learning walks, work scrutiny and observations.	GSN	December '18
	Appropriate challenge for pupils.	Creation & implementation of faculty action plans aimed at increasing challenge for all. Robust protocols for all QA procedures. SLT/ELT/SL able to apply QA procedures robustly and accurately.	EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.	All QA procedures: climate checks, Learning Walks (3), Work Scrutiny (3) and lesson observations (1). Staff on 2b, 3 or TEDs will experience higher levels of monitoring (see profile doc).	GSN	December '18

	Consistent use of assessments to inform quality first teaching & interventions.	Subject leaders to develop a subject specific assessment policy by Key Stage including a subject specific assessment calendar detailing revision session, test date and DIRT/Re-teach time. Quality assessments developed at each Key Stage by all subjects mirroring KS4/5 assessment style. Internal excel trackers to be developed and used by all subjects and staff.	EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Feedback studies tend to show very high effects on learning.	Curriculum reviews (Autumn review style) to take place with key subjects incl. QA of assessments. Subjects to review summative assessment process and structure of assessments and tweak where necessary Internal and Trust QA confirms appropriateness and rigor of departmental assessments.	MHD	December '18
	Narrow the gap for disadvantaged pupils in English.	Take part in the Performance Enhancement and Research Leadership project (PEARL), funded by the DfE's Strategic School Improvement Fund (SSIF). Focussed through 3 strands: Effective school Leadership; Classroom teaching and teacher development; Teaching Assistants. Using an evidence supported approach, in terms of how to develop teacher practice and learning, particularly within English teaching.	EEF: On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Analysis of progress data provided by GL Assessments, Accelerated Reader and through the Pearl Project.	THL	September '19
	Interventions are targeted and effectively fill identified gaps in knowledge, skills and understanding.	Intervention strategy developed to allow staff to support pupils as required and identified through assessment.	EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	Intervention impact tracked through assessments and logged for all major interventions through Provision Map.	MHD / DSE	September '19
	Pupils eligible for PP who start school below their peers are rapidly identified and supported.	Quality nationally benchmarked assessments are completed at the start of Y7 and the end of Y7 & Y8 to monitor the progress of all pupils, particularly those eligible for PP.	EEF: Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.	Intervention impact tracked through assessments and logged for all major interventions through Provision Map.	MHD	September '19
	Literacy teaching and support allows pupils eligible for PP to fully access the curriculum.	Reading comprehension strategies including Grow, ART and Accelerated Reader.	EEF: On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Analysis of progress data provided by GL Assessments, Accelerated Reader and through the Pearl Project.	THL	September '19
Nurture						

	<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>Evidence and rationale</i>	<i>Quality assurance of implementation</i>	<i>Staff lead</i>	<i>Date for review of implementation</i>
	Development of respectful relationships at all levels allowing high quality teaching and learning to take place.	Develop explicit and implicit evidence of values around school through display, communication etc. Ensure taught PDC covers all areas (statutory and desirable). Ensure that the holistic education of every pupil enables the embedding of values around aspiration and excellence. 'Hotspots' timetable in place to support staff in developing and sustaining respectful relationships.	EEF: Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; average cost, high impact.	Visual evidence of displays. Pupil voice. Climate checks. Learning walks (ELT/SLT).	ABE	December '18
	Rewarding success of pupils eligible for PP to raise aspirations and endeavour.	Refine the rewards culture within Lightcliffe Academy rewarding aspiration and excellence. Produce a high tariff rewards system incorporating academy values badges.	EEF: Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; average cost, high impact.	Learning walks (ELT/SLT). Monitor rewards and behaviour records for targeted pupils. Use of provision maps.	JAN	December '18
	Transition to secondary school allows pupils to settle quickly and make good progress.	Summer School aids the transition of pupils eligible for PP.	EEF: The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners.	Impact of Summer School on successful transition monitored through pastoral & academic data in Winter term.	ABE	September '19
	Peer tutoring programme supports and develops pupils eligible for PP.	Peer tutoring programme in place. Pupils eligible for PP requiring tutoring receive quality support. Pupils eligible for PP act as tutors for other students.	EEF: peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress.	Pupil voice feedback from tutees and tutors. Monitoring of pastoral and academic indicators for chosen students.	ABE	September '19
	Attendance for pupils eligible for PP shows increase to come into line with FSM national average.	Launch and implement Trust tiered attendance model to drive forward improvement.	EEF: What happens in the classroom makes the biggest difference. When absent progress is not made.	Robust data analysis and reporting reported to Trust half termly. Actions at each tier are happening.	NCS	September '19
	Persistent absence for pupils eligible for PP shows improvements to come into line with FSM national average.	Within Trust tiered attendance model specific initiatives will be delivered to remove students from persistent absence, particularly vulnerable groups.	EEF: What happens in the classroom makes the biggest difference. When absent progress is not made.	Robust data analysis and reporting reported to Trust half termly. Actions at each tier are happening.	NCS	September '19
	Attendance for pupils eligible for PP shows increase to come into line with FSM national average.	Ongoing Pastoral curriculum attendance conversations with FT's to praise/challenge. Inter form/house attendance challenges. Early morning bus initiative targeted	EEF: What happens in the classroom makes the biggest difference. When absent progress is not made.	Attendance for pupils eligible for PP at 95% or above.	NCS	September '19

		specifically at PP/PA students by geographical area. HOH and Attendance Officer, emphasis on tracking PP students weekly with ongoing intervention with students/parents. Attendance Officer 'home visits' prioritise PP students.				
Empower						
	<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>Evidence and rationale</i>	<i>Quality assurance of implementation</i>	<i>Staff lead</i>	<i>Date for review of implementation</i>
	Pupils eligible for PP have high aspirations and opportunities to aspire to university education.	Launch the Brilliant Club focussing the support of Russel Group PHD students to mentor pupils eligible for PP, promoting aspirational outcomes and destinations for these young people. Giving them opportunities to excel and to be celebrated for their aspirations and endeavour.	Destinations and aspirations for pupils eligible for PP have historically been lower than they should be, holding back progress due to low expectations.	Feedback from pupils and parents on quality and impact of systems. Outcomes data for pupils involved in the project.	JAN	September '19
	Year 11 pupils eligible for PP are motivated and want to do well.	Raise aspirations and develop independent revision skills through programme of assemblies, parent events and written & electronic communications.	Analysis of historic results identifies particular issues around the volume and quality of independent home learning that pupils eligible for PP complete causing underperformance in terminal examinations.	Exam results analysis. Feedback from pupils and parents on quality and impact of programme.	DSE	December '18
	Year 11 pupils eligible for PP are motivated and want to do well.	Review C&K provision for Y11 ensuring aspirational programme of careers information and guidance in place for HAPS.	Destinations and aspirations for pupils eligible for PP have historically been lower than they should be, holding back progress due to low expectations.	Exam results analysis. Destinations analysis. Feedback from pupils and parents on quality and impact of programme.	ABE	September '19
	High quality independent learning in the home.	To improve the homework services available to PP (and other) pupils to progress in all subjects. Fund the licenses for Doodle, Hegarty Maths, My PE Exam and Classcharts. Train staff on effective use of these tools encourage high quality independent learning in the home.	EEF: The impact of homework, on average, is five months' additional progress; homework is most effective when used as a short and focused intervention.	Exam results analysis. Feedback from pupils and parents on quality and impact of systems.	MHD	September '19
	Ensure pupils eligible for PP have the same breadth of opportunities as their peers.	To ensure the cost of uniform items, equipment, trips and revision guides allows the full inclusion of Pupil Premium pupils.	Funding for curriculum trips, uniform, key curriculum equipment for KS4 pupils etc.	Analysis of spending at year end. Monitoring of trip and activity engagement for PP.	DSE	September '19

7a. How Pupil Premium funding was spent in 2017-18			
Area	Key Priorities	Specific Activities	Cost
Teaching & Learning £130,600	To ensure all teaching staff know the individual needs of their Pupil Premium students.	Purchase, set up and establish the use of Class Charts seating plans in all classrooms and learning spaces.	Class Charts Subscription
	To improve reading, spelling and comprehension skills off PP (and other) students.	Evaluate procedures and continue to use of GROW and Art in English lessons. This will target any student in Y7 who is deemed significantly weak on SPAG and comprehension skills.	Grow & ART Licences
	To improve the progress of PP (and other) students by promoting high aspiration.	Working with underachieving Pupil Premium students in all year groups (including sixth form) at each tracking point to ensure progress is monitored and extra guidance given to ensure rapid progress. Promoting high aspiration and achievement.	Part salary cost of 3 members of ELT
	To improve literacy and reading skills of PP (and other) students.	Evaluate procedures and continue to use of accelerated reader in lessons and learning spaces for Y7 & 8.	Accelerated Reader
	To improve the online services available to PP (and other) students to progress in all subjects especially core subjects.	Purchase, train staff and set up Doodle Learning Platform across the school. The Platform can be used on any device and has a wide range of resources, quizzes and QLA to further improve learning.	Doodle Licence
	To improve progress in Maths.	Purchase, set up and establish the use of Hegarty Maths to improve the teaching and independent study.	Hegarty Maths
	To improve progress in GCSE PE.	Evaluate procedures and continue to use of MyPE Exam to improve the teaching and independent study.	My PE Exam Licence
	To improve the quality of teaching and learning of all staff in the school thus improving pupil progress.	Courses specifically targeted towards removing the barriers to learning e.g. PiXL courses/conferences.	T&L CPD
Tracking £1500	To use rigorous data tracking to support and drive strategies for improving levels of progress of Pupil Premium students.	Production & monitoring of tracking data specifically focusing on progress of Pupil Premium students throughout the year to assess impact.	SISRA Licence
Support £123,400	To provide a quiet working space for PP (and other) students to revision, complete coursework, homework etc.	Set up, resource the Night Club.	Staffing Cost for 1.5 hrs a day, 5 days a week for 1 school year.
	To support PP students with their Food Technology GCSE	Purchase of all necessary ingredients.	Cost of Ingredients
	To support students with exam preparation thus improving progress.	Purchase of revision guides for core subjects.	Revision Guides for KS4
	To ensure the cost of uniform items, equipment and trips ensures the inclusion of Pupil Premium students.	Funding for curriculum trips, uniform, key curriculum equipment for KS4 students etc.	Fund for PP students
	Implement extended CIAG support including individual pathways interviews at Y8, Y11, Y12 & Y13 via careers services.	Annual careers interviews (priority). Additional interviews where aspiration is low or unsure of future pathways. Careers Fair – Achievement Directors to work with PP students before and after the fair to raise aspiration.	Part cost of the careers service we have in school.

	To improved knowledge of careers and pathways into different sectors.	Use Ahead Partnership to organise a careers fayre with employees from different sectors.	Ahead Partnership Cost
	To raise aspiration, confidence and endeavour of students. Also to improve revision skills.	Mentoring programme for PP10 by external employers to raise aspiration.	Ahead Partnership Cost
	To improve behaviour and attendance of PP students.	Use the Head of House team including bursary for Pupil Premium Lead to improve attendance and behaviour of PP students.	Part salary costs of new Heads of House.
	To improve behaviour and attendance of PP students.	Employment of Attendance Officer to narrow the attendance gap.	Part salary costs of Attendance Officer
	To provide a quiet safe haven for vulnerable PP students.	ILC staffed at break and lunchtime to support & nurture vulnerable PP students.	Non-Teaching staff Cost
Intervention £5,300	To improve pupil progress for PP students who haven't met the expected standard in the KS2 SATs	Purchase of staff and equipment in order to run the summer school and ensure PP students receive small group intervention for Maths and English. 15 x Pupil Premium Students, 9 of which were FSM.	Summer School Cost per Child
	To improve the outcomes for PP students in Science	To raise achievement of Y11 PP10 students in Science.	Staff Time
	To improve the outcomes for PP students in History & Geography	To raise achievement of Y11 PP10 students in either History and Geography.	Staff Time
	To improve the outcomes for PP students in Food Technology	To finish their products and improve gaps in their coursework due to absence.	Staff Time
	To improve the outcomes for PP students in Maths	To pre-load topic information before it is taught in class in order to raise attainment and progress of key topics.	Staff Time
Rewards £1000	To motivate PP students through celebrating and rewarding success	Rewards for PP students including vouchers, letters homework, Headteacher breakfasts, postcards and rewards evening.	Cost of a variety of rewards

7b. Other Interventions During 2017-18 outside original spend plan.

Name	Date	Pupils	Lead	Cost	Desired Outcome
O2 "Think Big" Programme	Dec 17	10x Y10 PP Comp Sci Students	LHD	Free	To enhance subject knowledge and raise aspirations.
Girl Tech Event	Jan 18	Y8 & 9 PP Girls	LHD	Ahead Partnership Cost	To improve programming knowledge and raise awareness of digital industry jobs.
Maths Enrichment Group	Jan 18 onwards	Selected Y11 PP 4/5 borderline students	CHN/MHD	Staff Time	To improve the progress and attainment of this group of students in GCSE Maths.
Careers Panel	Feb 18	All Y8 PP students	ABE/LHD	Ahead Partnership Cost	To raise aspiration and attitudes to learning.

8. Pupil Premium – impact 2017-18

GCSE Results:

- 23% of the Year 11 cohort were pupils eligible for Pupil Premium.
- Attainment rose for pupils eligible for Pupil Premium across all key benchmarks.
- Average attainment 8 scores rose from 33.95 to 37.8 points.
- Pupils eligible for PP achieving 9-5 in English and Maths rose from 16% to 20%. Pupils eligible for PP achieving 9-4 in Maths & English rose from 27% to 44%.
- Pupils eligible for PP achieving 9-5 in English rose from 37% to 48%. Pupils eligible for PP achieving 9-4 in English rose from 49% to 66%.
- Pupils eligible for PP achieving 9-5 in Maths rose from 18% to 30%. Pupils eligible for PP achieving 9-4 in Maths rose from 37% to 50%.
- Average points score for Maths for pupils eligible for PP rose from 3.1 to 3.8, in English it rose from 3.7 to 4.3.
- Pupils entered for the EBacc and eligible for PP rose from 10% to 20%. Pupils achieving the EBacc rose from 4% to 8%.
- Science Value Added for pupils eligible for PP rose from -1.0 to -0.7.
- Overall progress measures for pupils eligible for PP rose slightly. Progress 8 for Pupils eligible for PP was -0.64 compared to -0.67 in 2017.

Pastoral Indicators:

- Attendance for pupils eligible for PP rose from 88.7% in 2017 to 91.2% in 2018.
- Persistent absence for pupils eligible for PP improved marginally from 31.3% to 30.6%.
- Number of pupils eligible for PP who were excluded has fallen from 15.4% in 2017 to 10.9% in 2018. Number of pupils eligible for PP with repeat exclusions has fallen from 8.1% in 2017 to 4.5% in 2018.

National comparators for other students will be added when the data for 2017-18 is made available.