

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Looe Community Academy
Number of pupils in school	537
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	27 November 2022
Statement authorised by	S Yalden, Headteacher
Pupil premium lead	S Yalden, Headteacher
Governor / Trustee lead	K Simmons, link governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,884
Recovery premium funding allocation this academic year	£34,776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£29,296
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£216,916

# Part A: Pupil premium strategy plan

## Statement of intent

It is our mission as an academy that all students are given the opportunity to 'be the best they can be' regardless of their background and reason for being categorised as disadvantaged. We want disadvantaged students to be provided with the same opportunity as their peers to experience a broad curriculum offer providing them the best foundations for further study or future employment. We want education to unlock life opportunities for disadvantaged students.

Progress for non-disadvantaged students consistently stronger than that of their disadvantaged peers and is rising post pandemic. This strategy is planned to address the gap so that disadvantaged students progress closes with their peers. Due to the small size of our academy this is through a combination of wider strategies and bespoke intervention support meeting the needs of the individual students. Bespoke subject level intervention will be identified through half termly learner discussions and impact captured before new approaches are implemented. Areas of good practice will be shared where concerns still exist and wider concerns escalated if appropriate so that students met their targets.

The academy will continue to utilise the National Tutoring Programme and in addition use school led funding to ensure that there is support in place across the ebacc subjects for disadvantaged students where gaps have been identified.

We recognise that as an academy we need to improve attendance rates and reduce exclusion rates and this is particularly the case for disadvantaged students who need this addressed most. In doing so we will support better rates of progress by reducing lost learning hours.

## Challenges

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

Challenge number	Detail of challenge
1	Low literacy levels on entry– Reading as assessment of Year 7 concludes that there is a 9 month average gap in reading age between pupil premium students and their peers. This has widened from 2.5 months for last years Year 7 cohort.
2	Low numeracy levels on entry –

	47% of pupil premium students in Year 7 cohort are not at expected standard compared with 25% of non-pupil premium students (32% in 2022). This gap has widened on entry.
3	Poor social and emotional literacy skills contributing to an increase in conduct issues – High proportions of pupil premium students excluded in comparison with non-pupil premium. 63% of suspensions are of pupil premium students in 2022-2023.
4	Gaps created by disruption to learning in lockdown periods – Engagement of pupil premium students lower than non-pupil premium as captured in monitoring system.
5	Low attendance rates – Attendance for pupil premium students in 2022-2023 83% compared with 88% for all students.
6	Lack of resources – Range of needs identified through communication with families such as access to IT and the internet, lack of food such as breakfast, lack of uniform.

## 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
A reduction in the reading age gap between disadvantaged students and their peers at the end of year 7.	Gap is reduced so that it is under 9 months between disadvantaged students and their peers but aspirationally less than one month.
A reduction in the number of disadvantaged students behind expected progress at the end of year 7 in mathematics.	Reduction so that proportion is below 47% in line with current non-disadvantaged students however aspirationally no students below expected progress.
A reduction in the number of exclusions for all students but especially the proportion that are disadvantaged students.	Reduction in proportion of suspensions from 63% of all occasions and for proportion for disadvantaged students to be in line with proportion of student numbers at the academy – 30%.
Implementation of tutoring so that gaps and misconceptions are addressed for disadvantaged students closing the progress and attainment gap.	90% of all students on the programme complete the full 15 hour cycles. Progress for disadvantaged Year 11 leavers reduces from -0.55 to -0.25 and aspirationally under 0.
That attendance rates for disadvantaged students are in line with their peers.	Attendance rates are in line with non-disadvantaged students.
That students are supported to be fed and equipped for each day at the academy and that economic status does not limit participation in academy activities including enrichment.	Disadvantaged students account for at least 30% of those students in enrichment trips or co-curricular activities.

	<p>Myconcern does not show incidents of disadvantaged students being hungry having not had a meal.</p> <p>Behaviour logs do not show disadvantaged students being flagged up due to lack of resources.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing classes across the curriculum to reduce class sizes especially in Year 9.	<a href="#">Reducing class size</a> has been shown to increase rates of progress by as much as 2 months or more over the course of a year (EEF).	1 & 2
Senior leadership responsibility and strategic leadership of disadvantaged student brief.	Leadership of <a href="#">implementation</a> is key although everyone has a role to play.	1, 2, 3, 4, 5, 6
Assistant SENCO (support staff role) and pupil premium advocate role.	<a href="#">Teaching assistant interventions</a> take a wide variety of forms but can increase progress by as much as 4 months every year (EEF). Resource provision and breakfast club provision to facilitate disadvantaged students being ready to learn.	5 & 6

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

Budgeted cost: £ 50,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three to one tutoring sessions in Ebacc subjects.	<a href="#">Small group tuition</a> has been shown to increase rates of progress by as much as 4 months or more over the course of a year (EEF).	4
Use of online tutoring providers e.g. Savvy education, to provide tutoring for students struggling with anxiety	<a href="#">Small group tuition</a> has been shown to increase rates of progress by as much as 4 months or more over the course of a year (EEF).	4

and impacting on their attendance.		
Support staff pastoral care for disadvantaged students to help with resources, being an advocate with staff and meeting basic needs such as breakfast.	<a href="#">Teaching assistant interventions</a> take a wide variety of forms but can increase progress by as much as 4 months every year (EEF).	5, 6
Teaching assistant reading intervention with target groups.	<a href="#">Teaching assistant interventions</a> take a wide variety of forms but can increase progress by as much as 4 months every year (EEF).	1
Teaching assistant numeracy intervention with target groups.	<a href="#">Teaching assistant interventions</a> take a wide variety of forms but can increase progress by as much as 4 months every year (EEF).	2
Teaching assistant social skills intervention with target groups.	<a href="#">Teaching assistant interventions</a> take a wide variety of forms but can increase progress by as much as 4 months every year (EEF).	3
Lexia/Power Up package used to improve student literacy.	Lexia <a href="#">research</a> from 2020-21 show the vast majority of students (71%) who started Core5 working on skills in their grade level reached their end-of-year, grade-level benchmark or beyond in Core5.	1

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

Budgeted cost: Initiative funded through central budgets as whole school initiatives with benefits for pupil premium students.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of new whole school attendance strategy.</p> <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice including:</p> <p>Weekly strategy meetings with attendance officer in a plan-do-review cycle to</p>	<p>This guidance was informed by engagement with schools who have significantly reduced their persistent absence levels, teachers' standards, Ofsted's school inspection handbook and other DfE statutory and non-statutory guidance.</p>	5

<p>tackle persistent absence.</p> <p>Attendance clinics in the Spring term.</p> <p>Using attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p>		
<p>To embed the principles of the 6 recommendations for <a href="#">improving behaviour in schools</a> set out by the Education Endowment foundation to include flipping the focus to the positive, the use of 'reset' and teaching behaviour expectations in both the classroom and other academy spaces e.g. corridors.</p> <p>To embed the newly implemented pastoral system following the restructure process.</p>	<p>EEF guidance report drawing upon the best available international research, teachers and experts.</p> <p>EEF report that <a href="#">behaviour interventions</a> can have as much as 4 months or more impact on progress over the course of a year.</p>	3

**Total budgeted cost: £216,916.00**

## 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 2022-2023 academic year.

#### Teaching

Increased staffing in Mathematics in 2023 led to the progress 8 score for maths for all students being -0.75 whereas for pupil premium students alone it was -0.65. Although there was extra staffing there was high staff absence in 2022-2023 which reduced some of the potential benefit. The staff absence policy implemented for 2023-2024 will support addressing this issue.

#### Targeted academic support

107 pupil premium students (an increase from 95 the year before) received targeted support through the National Tutoring Programme totalling 1317 hours (1018 the previous year).

Progress for disadvantaged students was -0.55 in 2023 having risen from -0.71 last year.

Savvy was effective in providing a distance learning education for students until they can transition to CHES or return to the academy full time.

#### Wider strategies

Attendance – The attendance of pupil premium students remains low due to a rise in respiratory illnesses experienced this year. Whole school attendance was 88%. This has led to a revision of our attendance strategy and a restructured pastoral system to support improvement in this key area.

Behaviour – Suspensions rose significantly from 34 occasions to 151 occasions with the proportion attributed to students with pupil premium 46%. This was 66% the previous year. The reset room prevented some incidents from escalating which may have previously led to suspensions. The behaviour policy was reviewed and an adapted approach to reset implemented in 2023-2024 with the support of the new pastoral structure.

Lexia – Advancement in comprehension, word study and grammar shown across majority of intervention classes from foundational into intermediate or advanced



instructional zones. Grammar to be a more significant focus in this years planning as the gains have been less marked especially in Year 8.

### Student Skill Status in Comprehension

Class	Year	Students	Instructional Zone			Movement into Intermediate or Advanced	
				Foundational	Intermediate		Advanced
7-3 (LOL)	Yr7	23	Placement	70%	30%	0%	17%
			Current	52%	48%	0%	
8-4 (JOW)	Yr8	11	Placement	82%	18%	0%	36%
			Current	45%	55%	0%	
9-3 LOL)	Yr9	29	Placement	52%	48%	0%	28%
			Current	24%	62%	14%	

### Student Skill Status in Word Study

Class	Year	Students	Instructional Zone			Movement into Intermediate or Advanced	
				Foundational	Intermediate		Advanced
7-3	Yr7	23	Placement	57%	39%	4%	9%
			Current	48%	48%	4%	
8-4	Yr8	11	Placement	55%	45%	0%	9%
			Current	45%	55%	0%	
9-3	Yr9	29	Placement	52%	45%	3%	34%
			Current	17%	73%	10%	

### Student Skill Status in Grammar

Class	Year	Students	Instructional Zone			Movement into Intermediate or Advanced	
				Foundational	Intermediate		Advanced
7-3	Yr7	23	Placement	65%	35%	0%	4%

			Current	61%	39%	0%	
8-4	Yr8	11	Placement	64%	36%	0%	0%
			Current	64%	36%	0%	
9-3	Yr9	29	Placement	38%	59%	3%	3%
			Current	34%	59%	7%	

## 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
Lexia - Power Up Literacy	Lexia Learning, a Cambium Learning Group Company