

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 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	493
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	1 October 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	£148,345.00
Recovery premium funding allocation this academic year	£19,285.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,880.90
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£184,510.90

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.

Whilst progress for non-disadvantaged students is consistently strong this strategy is planned to address the gap so that disadvantaged students progress is in line 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 5 month average gap in reading age between pupil premium students and their peers.
2	Low numeracy levels on entry – Internal assessment shows that 41% of pupil premium students in Year 7 cohort are not at expected standard compared with 25% of non-pupil premium students.
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. 4:1 issuing of exclusion incidents in favour of pupil

	premium students with pupil premium students accounting for all incidents of repeat fixed term exclusion in 2020-21.
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 2020-2021 86.7% compared with 91.6% for non-pupil premium.
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 5 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 25% 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 exclusions from 60 occasions and proportion for disadvantaged students to be in line with proportion of student numbers at the academy – 29%.
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 gap for Year 11 leaver reduces from 1.22 to under 1 and aspirationally under 0.5 of a grade.
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 29% of those students in enrichment trips or co-curricular activities. Myconcern does not show incidents of disadvantaged students being hungry having not had a meal. Behaviour logs do not show disadvantaged students being flagged up due to lack of resources.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £105,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing of both English and Mathematics.	Reducing class size 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 implementation is key although everyone has a role to play.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 51,870.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three to one tutoring sessions in Ebacc subjects.	Small group tuition 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 and impacting on their attendance.	Small group tuition has been shown to increase rates of progress by as much as 4 months or more over the course of a year (EEF).	4
Support staff pastoral care for disadvantaged students to help with resources, being an advocate with staff and meeting basic needs such as breakfast.	Teaching assistant interventions 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.	Teaching assistant interventions 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.	Teaching assistant interventions 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.	Teaching assistant interventions 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 research 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>Embedding principles of good practice set out in DfE's Improving School Attendance advice including:</p> <p>Weekly EWO strategy meetings in a plan-do-review cycle to 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>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>To embed the principles of the 6 recommendations for improving behaviour in schools 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>EEF guidance report drawing upon the best available international research, teachers and experts.</p> <p>EEF report that behaviour interventions can have as much as 4 months or more impact on progress over the course of a year.</p>	<p>3</p>
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Total budgeted cost: £157,530.12

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 2020 to 2021 academic year.

The impact of the pupil premium activity for 2020-2021 is within the report document available on the website following a change in how the report is presented from this year.

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