

## Looe Community Academy - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment and outcomes of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year 2025-26 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	516
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – published update annually</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	K Carrington, Director of Education
Pupil premium lead	P Boyes, Headteacher
Governor / Trustee lead	Eunice O'Connell


### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205, 860
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£64,613.64</b>
<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	£270,400

## Part A: Pupil premium strategy plan

### Statement of intent

At Looe CA everything we do is to deliberately and strategically 'level the playing field' for our Pupil Premium students. The LCA motto 'Be the Best that you can- *bydh gwella gylli*' means ensuring that all students have access to an ambitious well sequenced, coherent and exciting curriculum that fosters a love of learning and curiosity and undertaken by teachers developing the same mantra of 'being the best they can be' to deliver great lessons. The vision, a great teacher in every classroom is designed with the most vulnerable students as the developing mindset at LCA is that no matter what starting point or background, with good teaching and exciting curriculum (including extracurricular and enrichment) every student can do well. Our integrated approach includes multi-impact strategies that start at classroom level from Y7 to Y11 with teaching and learning- that are now remedying the specific deficits presented by many of our Pupil Premium students. Our deliberate and consistent approach to structuring and delivering lessons enables learners to confidently learn and progress within a lesson structure that is simple, consistent and familiar- where good foundational learning routines help to 'lock them into learning'. The curriculum work is the foundation for consistent enactment of sequences of learning experienced by all LCA students but with the lens on the most vulnerable SEND and PP. The LCA lesson structure and precision teaching resources as set out below.

Stages of Lessons: A Great Looe Lesson 	
<p style="text-align: center;"><b>Thresholding- Entry Routine</b></p> <ul style="list-style-type: none"> <li>Teacher warmly welcomes students into the learning space, actively checking uniform to keep standards high.</li> <li>Students sit in accordance with the seating plan and have equipment ready.</li> <li>Teacher takes a register on <b>OneCheck</b>.</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Students can enter the learning space in a calm and focused manner, sit in the seating plan, and are ready to start the lesson in silence.</li> <li>Students are in the correct uniform.</li> </ul>
<p style="text-align: center;"><b>Do Now Retrieval Starter (Low Stakes Quiz)</b></p> <ul style="list-style-type: none"> <li>Teacher gives students a knowledge-based short answer quiz with clear timings that assesses subject content and vocabulary from previous topics and current teaching material (last year, last topic, last lesson).</li> <li>Answers are displayed and students correct in purple pen.</li> <li>Starter is completed (5 questions and answers within 10 min).</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Students can embed learning into their long-term memory.</li> <li>Students can revisit material in a way that promotes long-term memory and helps to close potential learning gaps.</li> </ul>
<p style="text-align: center;"><b>Teacher Instruction (Input/Teacher Talk)</b></p> <ul style="list-style-type: none"> <li>Teacher explicitly states clearly defined outcome/tag questions for the lesson.</li> <li>Teacher uses effective explanations to teach key concepts, including tier 2 and 3 <b>spoonbenders</b>, taught using the Frayer model (<b>Give Them the Words</b>).</li> <li>Teacher introduces new information in small chunks, ensuring that there is not too much new information on a slide/visuals.</li> <li>Teacher models the outcome using <b>T do, We do, You do</b>.</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Students have complete clarity around what they are learning and why in this order clearly recognising what success looks like.</li> <li>Students quickly grasp key ideas.</li> <li>Students use ambitious vocabulary within their explanations and outcomes.</li> <li>Students understand the new knowledge and do not suffer from cognitive overload.</li> </ul>
<p style="text-align: center;"><b>Independent Deliberate Practice (Do)</b></p> <ul style="list-style-type: none"> <li>Teacher designs purposeful learning tasks which are closely aligned to achieving specific outcomes.</li> <li>Learning is focused on improving a specific skill or embedding key ideas through using accurate selection of stages of <b>T do, We do, You do</b>.</li> <li>Tasks stretch students just outside their comfort zone.</li> <li>Students complete independent tasks (<b>You do</b>) with sustained concentration, in silence (practical learning may differ).</li> <li>Clear timings are given to outline task completion.</li> <li>Students are given a clear checklist for success in the task.</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Students can develop fluency and accuracy in key skills and apply knowledge.</li> <li>Students can apply their learning in a variety of contexts, and the curriculum is accessible for all.</li> <li>Students think hard about learning.</li> <li>Students develop persistence and stamina.</li> <li>Students use suitable vocabulary within spoken and written outcomes.</li> <li>Students can peer and self-assess what success looks like as part of the learning process.</li> </ul>
<p style="text-align: center;"><b>Learning Check (Review)</b></p> <ul style="list-style-type: none"> <li>Teacher uses formative assessment strategies throughout the lesson, to assess progress against the clearly defined outcomes.</li> <li>Teacher gives timely feedback, which is specific, accurate, and clear.</li> <li>Teachers use retrieval tasks to assess that knowledge is secure from the previous lesson/topic/year.</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Teachers know which topics to re-teach that were not grasped the first time.</li> <li>Students understand how to improve and increase rates of progress with their learning.</li> <li>Student actions are reinforced or redirected.</li> <li>Students can swiftly unlock further learning.</li> <li>Students can retrieve key knowledge and improve their memory.</li> </ul>
<p style="text-align: center;"><b>Thresholding Exit Routine</b></p> <ul style="list-style-type: none"> <li>Students pick away when asked and stand behind their chairs (when in a classroom) in silence.</li> <li>The teacher dismisses students in an orderly manner, one row at a time.</li> <li>Teacher stands in the corridor, encouraging a calm exit by all.</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Students leave the lesson in a calm and orderly manner.</li> <li>Students move within the corridors in a calm and orderly manner, arriving calmly at their next lesson.</li> </ul>

Take Responsibility- Be resilient- Be respectful- Be kind

Our approach is never a generic, one-size fits all approach. Instead, we use evidence and research to form a diagnostic basis into trends in how disadvantage manifests itself. Our new incremental coaching system has an intense focus on high-impact consistent action steps to build the routines that ensure the active engagement and progress of all students on an equal basis despite barriers to learning.

The LCA Incremental Coaching Team covers the entire teaching staff body with Kate Jackman (Teaching and Learning and Curriculum QoE Deputy) and Jerry Kevern (Lead Coach with 31 years of teaching experience) coaching every member of staff on a fortnightly cycle to become

the best that they can be and is the now the main vehicle for staff CPD. The models are providing more time for all staff to be coached to a consistently high and structured standard will develop the practice of all teachers and therefore benefit all students including disadvantaged through high-quality teaching and learning. We are enabling calm learning environments and routines and structures vital for Looe PP learners to Learn. Grow. Believe. We are committed to inspiring disadvantaged learners to be equipped with the skills to build exceptional futures and are new Careers Strategy 2025-26 is evidence of that compelling drive across all subject areas. The coaching model is fostering an environment where every student can learn with confidence, grow through resilience, and believe in their potential. Through a focus on higher-quality teaching, ongoing weekly CPD, intensive literacy and reading support, the Oracy programme peer tutoring, adult mentoring, and strong parental engagement, we ensure that every pupil is supported and empowered to reach their full potential. Below outlines how are Coaching Steps supports PP DL learners.

<b><u>Action Step</u></b>	DS
Thresholding Do Now Retrieval Use of timers.	Creates a calm orderly environment from which learning can take place. Students feel safe to settle and learn.  Builds memory and knowledge recall, interleaving learning across the sequence of learning. Accumulating in DS students being able to know more, remember more and do more. Timers allow for greater pace and structure.
3-2-1 Countdown	To ensure learning time is not wasted during transitions so as attention is secured by ALL
Cold Calling	Ensures DS know that their voice matters. Gives a structured and invitational style to support less confident students. Clear routines surrounding interaction model positive relationships for those students who lack this at home. Provides teachers with opportunities to link praise securely to performance to build strong working relationships and encourage engagement.
No Opt Out	Inclusive approach that ensures no students are left behind and their progress is continually assessed in a low stakes manner. Students lacking in confidence have the answer provided and so become gradually desensitised to speaking in front of peers and more able to think actively when 'put on the spot'.
Say it again, better	Supports oral rehearsal of responses and knowledge. Builds confidence amongst peers with use of full sentence responses. Scaffolds engagement with formality as a concept, where tailoring speech to context may be unfamiliar to some students. Supports the self-perception of students and they see their speech matching that of a professional specialist.
Whole Class Understanding	Scaffolds assessment with regular checks on understanding in a low stakes environment. Normalises assessment, errors and subsequent improvement as a part of the learning process to build resilience.
Signal, Pause, Insist	Support self-regulation and building relationships with staff using clear boundaries and structures.

Give Them the Words	Address the 30,000,000-word gap that is widest at secondary school with explicit instruction of keystone vocab. Enhance self-perception of students through closer alignment between their expression and that of their teachers.
Chunk, Stop, Annotate	Supports comprehension deficit. Reduces pressure in working memory by focusing attention and learning.
Tracking the Text	Ensures inclusivity of approach to remove sense of 'otherness'. Enables teachers to check and re-track engagement.

Being part of a rural community has its advantages and disadvantages; it is our imperative to raise awareness of cultural capital and academic language through our curriculum by encouraging disadvantaged pupils to zoom in and zoom out of social, emotional and cultural perspectives and exist successfully within communities locally, nationally and internationally. This why we have rebuilt the curriculums across Y7-9 over the past 6 months.

In addition to providing sufficient time for coaching and high-quality feedback our targeted, impactful strategies such as Y11 assertive mentoring, Pastoral Mentor meetings and tutor interventions form the focus of our PP spending, but so too does an abiding awareness of the importance of aspiration and self-perception. Through our ambitious Enrichment programme, we offer a diverse plethora of extra-curricular clubs ranging from outdoor activities such as the Duke of Edinburgh Award Scheme, the LGBTQ diversity club through to the developing LCA Radio Station. In engaging with experiences beyond those at home, and in structured positive non-work-based interaction with peers and staff, our students see themselves differently, as adventurous, able to move out of their comfort zone. This, in turn, transforms the student mind-set, enabling them to see themselves as becoming rounded adults who can aim higher than they previously expected. Our Pupil Premium funding provides targeted support to ensure that all students can participate in this programme, regardless of any personal financial limitations. Our yearly Challenge Week Initiative ensures that PP students can take part in the visits and challenges as well as our Enrichment Days such as United by the Sea and Cornish Maritime History Projects. The half-termly +1 Attendance Club Rewards ensure all PP children with excellent attendance experience enrichment reward initiatives that they may not experience during their youth. We also link with the locality for wider great diverse opportunities for PP/DL children to engage with. We currently have a Year 9 ASDAN project for potential future NEETs being run within the locality.

Looe is a small coastal fishing village with great history and heritage but nonetheless it is a geographically isolated which the indices of Multiple Deprivation failing to capture the true extent of its remote coastal deprivation including the deep-rooted structural issues affected its communities and the oversight of the disadvantages people are facing in terms of educational isolation, barriers to services, and precarious employment. Hence why this strategy is for all Looe students as it what will benefit PP/DL will benefit all as a poverty layer above the assumed PP criteria visibly exist with many parents working seasonal work which can often be hit and miss. We also have the relocated families from all over the UK who make up a sizeable amount of PP/DL cohort.

[The Pretty Poverty Report 2025 .pdf](#)

If you read the section on SE Cornwall and Looe in the doc above you will come to realise that we have an acute awareness of the moral and practical responsibilities that are entailed in educating children and young people in this context, and so to ensure that our practice and methods are always as impactful as they can be, we now place Teaching and Learning, aspiration and research and evidence-based strategies at the forefront of what we do. Consistent classroom non-negotiables are embedded through coaching and quality assurance by the two main senior leaders and the Heads of Departments. This is never a 'one-size fits all' approach, instead Yr 11 students are provided with a DS champion for them to identify and support with academic barriers enabling all students to thrive and achieve. As a school our improvement plan shows our priorities lie in the attendance and achievement of all students including but not limited to our disadvantaged.

When we recognise barriers for disadvantaged students, we must ensure we consider each case intricately. Some pupils have very specific, individual needs, whilst others encounter few barriers. There are however some main difficulties faced by some, although it must be highlighted that the barriers are not unique to those who are disadvantaged. We aim (whatever the barrier is) to ambitiously remove it and meet the needs of pupils at the right time; through accessing evidenced based strategies suggested to us from the EEF and peer reviewed research that will improve life chances.

We believe that high expectations and **high-quality teaching** is the key to student success. Rather than pulling students out of class, we focus on delivering effective, inclusive teaching that meets the needs of all learners.

We are equally committed to providing high – quality CPD for all stakeholders, especially leaders and teachers. Our professional development programme this year focuses on the first three stages of the Looe lesson structure.

The **EEF Literacy in Secondary Schools** framework is once again being embedded through our lesson structure and our non-negotiable teaching routines to reduce cognitive load and check for understanding through cognitive science woven into curriculum implementation. We also have invested heavily into Guided Reading (DEAR during tutor time) training up staff to deliver this to a consistently high level. We also have invested in a Read Write Inc Phonics and Reading Programme that is 80% PP learners- base-lined against NGRT Reading Data.

A strong literacy foundation is essential for academic success, and we have adopted a whole-school approach to literacy leadership through the QoE DHT Curriculum. Literacy is embedded across all subjects, ensuring that every staff member contributes to improving students' knowledge of tier 2 and 3 language and reading comprehension. We recognise that many of our disadvantaged pupils face literacy gaps, and to address these, we provide intensive, targeted support. For pupils with reading ages below their chronological age, we use assistive technologies such as reading pens and targeted tutoring.

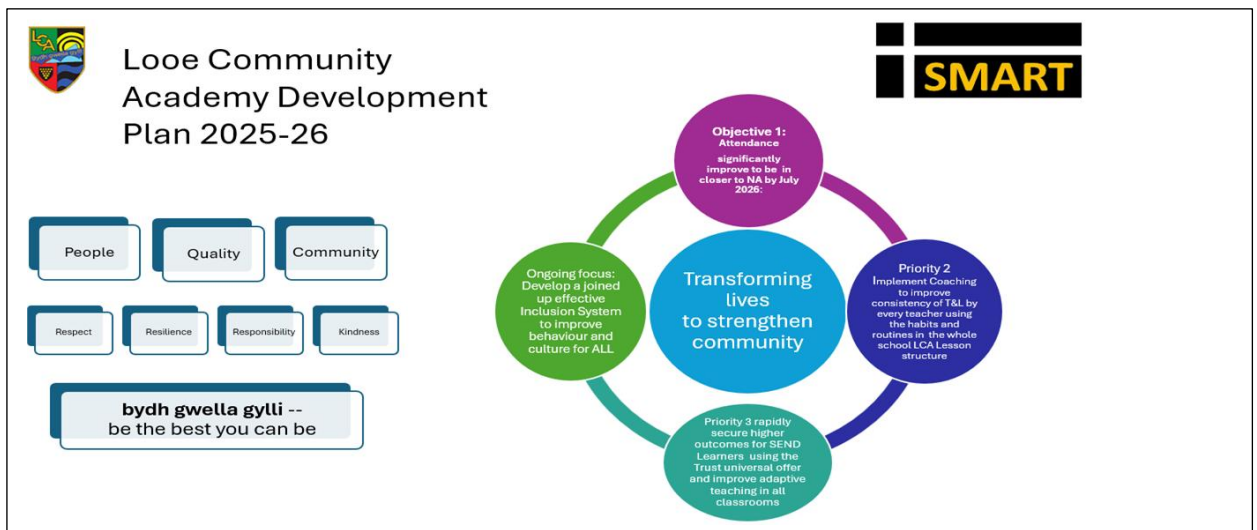
Our peer tutoring and mentoring programmes are a key part of our strategy to reduce pupils time in RESET and reoccurring suspensions; the aim being for pupils to foster self-regulation and resilience as learners so that they can cope with setbacks and stick with learning when it gets hard. Disadvantaged pupils are given the opportunity to take on leadership roles to help build their own self-confidence and belief. E.g. Student Ambassadors, Peer Leaders, Student Council and Year group leadership teams.

Therefore, at Looe we will:

- Have a designated Senior Leader who is part of the SW Disadvantaged Network and contributes to termly review of impact and sharing of best practice (Headteacher Paul Boyes)
- Have a named Governor for Disadvantaged Learners (Eunice O'Connell)
- Governors will be updated at LGC, and the Disadvantaged Governor will make termly meets to review our progress (Eunice O'Connell)
- Have a costed Pupil Premium strategy that uses a consistent framework based on the three areas of need identified in the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors. <https://educationendowmentfoundation.org.uk/using-pupil-premium>
- Provide funding for DL/PP learners to access extra-curricular opportunities and ensure they are represented in every aspect of school life, alongside evaluations of engagement and take up.
- Ensure every aspect of the schools KPIs have a reporting mechanism for Disadvantage such as, attendance, behaviour, progress and attainment. Each KPI is forensically analysed throughout the year to ensure no DL/PP pupil is being left behind without the appropriate intervention being implemented through our inclusion team at Inclusion Meetings. In addition, we will use the following guiding principles as a part of our work in support of Disadvantaged students.
- Ensure through the Positive Accountability Cascade (PAC) System for Year 11 that every Yr 11 DL/PP learner is catered for and planned for. Also ensure that
- HoY track the progress, performance and attainment of DL/PP students in Year 7-10
- Keep on developing improved, striving for excellent teaching as the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We will continue to improve teaching through our implementation of incremental coaching, which has actionable steps that are focused on questioning and explanation. Having two Lead Coaches ensures that all teachers receive high quality coaching and feedback to improve the classroom pedagogy of all teachers.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with a more rigorous incremental coaching system in addition to evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and always seek to develop subject knowledge and expertise.
- We will pilot booklet curriculum with Year 10 in History 2025-26 to deliver knowledge-based curriculums to close the gap on communal knowledge between disadvantaged and non-disadvantaged- a pilot.
- All staff are aware of the disadvantaged students they teach, tutor or mentor through the use of Class Charts: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations. As PP/DL Strategic Lead I will deliver T&L and RSL CPD that champions DL/PP learners.
- Create a DL student voice group from across the school Y7-10 that I meet with regularly each half term (they will not know they are a focus DL/PP group).
- Will ensure WE focus on relentlessly developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extracurricular

opportunities that challenge and inspire them.

- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful. We understand our communities, their struggles. We support all of their needs to ensure they are able to achieve success when it matters most.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in tutoring and independent study as well as lessons and monitor their success throughout their school career and intervene, where necessary, to support progress. Yr RSL Strategy will train them, and their parents know how to revise and focus and will be brilliantly resourced. We will map this back into Yr 10 though DHT KJA.
- We raise aspirations and focus on the future: The LCA new operational and strategic lead approach for CEIAG will ensure equity and fairness against the delivery of the Gatsby Benchmarks for these students (in line with the Trust) we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience- especially Y10 and 11. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.
- The School Rapid Improvement Plan 2025-26 is fully implemented with PP/DL students in mind. [LCA RIP 2025-26 Version 2 Post Review Oct 2025.docx](#)



**Challenges:** This details the key challenges to achievement that we have identified among DL/PP students

Challenge number	Detail of challenge
1	<p><b>Literacy Levels</b></p> <p>Below Age related expectation at KS2 reading - on entry in Y7 many disadvantaged pupils do not have positive attitudes and do not recognise the importance of reading regularly. This is having a detrimental effect on academic progress. Literacy Implementation Plan- RWI, DEAR, Sparx Reader Implementation and track the data-led by a specialist Literacy HLTA &amp; Teacher.</p> <p>September 25:</p> <p>Year 7 DS students NGRT SAS = 97.3 vs Non-DS = 101.2</p> <p>Year 8 DS students NGRT SAS = 96.4 vs Non-DS = 102.8</p> <p>Year 9 DS students NGRT SAS = 96.1 vs Non-DS = 105.4</p> <p>Whole-school approach to literacy including:</p> <ul style="list-style-type: none"> <li>- DEAR guided reading programme</li> <li>- Literacy intervention based on NGRT results- RWI</li> <li>- Whole school reading routines and Key Disciplinary Literacy as actionable steps in coaching across 2025-26</li> </ul> <p>We have to raise the reading ages and literacy levels of the most disadvantaged through a comprehensive literacy programme for Y7-9, tutor reading intervention for Y7-10 and DEAR Time (Guided Reading Tutor Programme):</p> <p><b>Resources:</b> NGRT equivalent, RWI Phonics, Sparx Reader, Reading Sets of texts, reading routines in lessons, reading rulers, bookmarks etc</p>
2	<p><b>Core Subject Attainment and Progress of DL/PP Learners:</b></p> <p>DS students have historically made less progress and attainment than non-DL students in their KS4 outcomes, this is also evident in Year 11 data for 2025:</p> <p>DL/PP BASICS 42/7 A8 28.80 v Non-DL/PP 58:30 A8 42.4</p> <p>The challenge is always to narrow the gap and for DL students to achieve above Disadvantage NA and close the gap with non-DL. We acknowledge that this will be a significant challenge especially where P8 will not be counted and therefore will base this on Basics 4+ 5+ and Attainment 8.</p> <p>BASICS 4-9 for DL target= 60% BASICS 5-9 target = 30% and A8 to shift to 40 APS 4</p> <p>Baseline national data:</p> <ol style="list-style-type: none"> <li>1. 5+ English and Maths BASICS 25.6% v LCA 7%</li> <li>2. A8 34.8 v Looe CA 28.33</li> </ol> <p>Non-DL national:</p> <p>5+ M/E= 53.8 A8 50.3 EBACC APS 4.9</p> <p>All national</p> <p>5+M/E 45.2 A8 45.9 EBACC APS 4.08</p>

	BASICS 48:23		NA 2024: 65:45		NA 2025: 64:45		
Subject	4+		Nat	5+	Nat	7+	
English	73/112 65%		70.6	50/112 45%	55	15/112 13%	
Maths	60/112	54%	71.9	32/112 29%	50.6	6/112	5%

Data evidences that disadvantage students make significantly lower attainment in subjects but particularly core subjects than non-DL. This is most significant in Maths and Science. The bar is being raised for ALL students across the LCA curriculum but with a particular lens on PP/DL through the ongoing curriculum development work especially implementation through coaching to develop T&L and enactment of curriculum.

3 **Low Attendance: Historical attendance for DL/PP across 2024-5 below NA.**  
Weekly, monthly and termly attendance reporting shows that disadvantaged students attend school less often than non-disadvantaged students. This is most significant in Year 9 and 10. Currently PP attendance is 85% and the biggest concern continues to be persistent absence currently **11.89%** compared to **4.5%** nationally. There is much overlap with disadvantaged pupils with SEND.  
See SDP/RIP for the strategy being enacted that prioritises BAND 4-2 PP/DL

4 **Behaviour for Learning** – A disproportionate number of disadvantaged pupils attend RESET sessions. On average Pupil Premium are **63.84%** overall more likely to attend RESET sessions, with Year 8 and 9 being the most significant year group with **79%** most likely to attend RESET. Most resets sessions are during period 5 and higher on a Monday and Fridays. Suspensions suggest that **40% of fixed term exclusions** are disadvantaged pupils; Year 8 suspensions are significantly higher for PP boys in most cases PP students have cross over with SEND K and SEMH.  
Staff now need to use:

- Coaching Routines to engage DL learners into the learning- lock them in!
- Use actionable steps such as ‘So’ Questioning, Think Pair Share and Cold Calling
- Targeted prompting during the first 5 minutes of Do Now Retrieval to ensure we get the DL students engaged quickly.
- Annotated Seating Plans to actively Cold Call! Engage DS learners through targeted teaching strategies annotated on seating plans bespoke for individual students-modelled by DL Strategic Lead.
- We now have to improve post-RESET that DL students are still able to access their learning
- Develop Teach Meets link to Coaching strategies for DL who are BRR regulars
- Every teacher needs to know the pupil, not just the label: Use Class Charts and through Coaching Action Steps prioritise them in lessons and through Fortnightly CPD/Targeted

5	<p><b>DL Champions and Assertive Mentoring Y11 as part of RSL Strategy</b></p> <p>Challenge of improving whole staff teaching pedagogy of DL learners through a more focused lens. A whole-school culture shift in which staff engage with the moral responsibility of tailoring practice to the needs presented as a result of disadvantage. Ensuring DL students engaging in exams have an Y11 Individual Learning Plan to ensure they have all relevant information required for academic success, know their gaps and are supported by a DL champion.</p> <p>The DL lead will lead by example in providing focus and importance on DL Y11 on a weekly basis. During staff briefings and meets with DL Champions. RSLs and Lead Coaches will model and promote the best strategies being used and, any areas of concern and relevant information for staff to be aware of. The information will be presented visually in the DL area of the staffroom. This overcommunication of strategies and regular discussion around intervention will ensure staff value the importance and reflect this in their own practice. In addition to this, the DS lead will present every 2 weeks to SLT to discuss and update.</p>
6	<p><b>Mental Health and Well Being- especially greater complex family situations:</b></p> <p>Pupils eligible for Pupil Premium at LCA have on average experienced more social and emotional health concerns and Adverse Childhood Experiences (ACEs). More have involvement with ASA (Pastoral Support Worker) and AWO (DSL). These students need a Pastoral Plan shared with staff- agreed at weekly Inclusion Meets. These can then be shared in fortnightly CPD on a Friday or in weekly Teacher Meets. Another strategy implemented to support some of our DS students is providing more time for CIC coordinator to support LAC and PLAC students. This will now be overseen by the DSL and DHT KJA to ensure clarity, quality of planning and improved information sharing of strategies with staff- again through half termly Teach Meets.</p> <p><b>A higher percentage of DL v non-DL are attending RESET, have ACEs and are linked with external services. There IEPs will be used by Pastoral Worker and HoY to share with their teachers- simple strategies to connect them into learning.</b></p>
7	<p><b>SEND/DL overlap</b> – data trends signify those students with poor attendance, behaviour and are disadvantaged have a compound profile of SEND and SEMH. Some of these students are missing out on high quality teaching and being in front of expert specialist teachers. Teach Meets led by DL Strategic Lead, Lead Coach and SENDCo</p> <ul style="list-style-type: none"> <li>• Yr 11 PAC System will prioritise these students and ALL DL for intervention at: <ul style="list-style-type: none"> <li>✓ Classroom-Teacher Level</li> <li>✓ Department Level- instigated and led by HoD/Subject Specialist</li> <li>✓ Whole School-RSL level</li> </ul> </li> </ul>
8	<p><b>Learning gaps</b> – Assessments will improve as too will the learning and work set in RESET Room. There will now be a greater performance in assessments by DL students Y7-11 and an improved policy to ensure this is happening. Assessment, Feedback and Marking Policy will be written and enacted with the lens to accelerate the attainment and learning gains of DL (and SEND) to be able to learn more, remember more and do more in ALL lessons</p>

9	<p><b>Communication and Attitudes</b></p> <p>- The Academy must communicate more effectively with pupils and parents, so that relationships improve, and pupils become more positively engaged in their learning; parents and carers recognising that high expectations for all are important and that if the Academy doesn't uphold high standards and an excellent curriculum students and parents will be let down. Building a community around educating the child is crucial.</p>
10	<p><b>Participation in additional enrichment</b> - Overall 92% of all students attended a club or a trip in 2023/2024 DS percentage was 80%. These figures include Challenge Week. Funding is set aside to help pay for trips and experiences during Challenge Week for DL. We aim to ensure that no DL student has a financial barrier to engage in trips, aiming to support students to experience more opportunities to develop their cultural and social capital despite a lack of economic capital being barrier. We now have an Associate SLT leading on Enrichment and we aim for 75%+ of DL students engaging in at least one extra-curricular club 2025-26.</p>
11	<p><b>Parental Engagement:</b> Parental engagement and support from home - We have, historically, a lower attendance of our Disadvantaged families at parents evening and have fewer positive interactions with families of Disadvantaged students. Therefore, we will be targeting and promoting attendance, ensuring we entice the families in and will record DL v non-DL attendance.</p>
12	<p><b>Careers Strategy 2025-26: CEIAG new structure</b></p> <p>Disadvantaged pupils are more likely to be NEET and statistically go into lower paid jobs than non-Disadvantaged students. Ensure that students leaving Year 11 and not going to become a NEET is a core Year 11 and 10 focus with the career strategy. All Y11 are prioritised for first Career appointments. Y10 WE DL students are prioritised and support to secure placements to help them see what they can achieve</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.

Intended outcome	Success criteria
<p>1. Improve <b>literacy</b> levels</p>	<p>Sept-Oct 2025 – a significant reduction in the number of students not at their chronological reading age, especially in year 7 and year 9.</p> <p>Increased use of ‘tier 3’ vocabulary in student assessment and high academic vocab seen in students answers when teachers are checking for understanding in lessons and embed into the LCA learning routines</p> <p>2025/26 - 2026/27 – students entering the school with low levels of attainment complete reading interventions and successfully engage in lessons, with reading ages in line with chronological age. Embed a comprehensive RWI intervention programme for Y7-9, tutor reading intervention for Y7-9 and DEAR Time Guided Reading:</p> <p><b>Resources:</b> NGRT equivalent, RWI Phonics, Sparx Reader, Reading Sets of texts, reading routines in lessons.</p>
<p>2a. Improve the quality of the learning experience for DL/PP students through the Coaching Model being progressively introduced and engaged in by every LCA teacher</p> <p>SDP/RIP 2025-26 Obj 2</p>	<p>Improved the teaching, learning and pedagogical practice of teaching literacy by working towards the vision of: <b><i>a great, trusted teaching in every classroom.</i></b></p> <p>Improve teaching and learning and, therefore, student learning and literacy at all years and key stages. Aim for DL outcomes to be more successful than the DL national average in student progress/attainment.</p> <p>Improved literacy of DL students – specific focus on reading and disciplinary literacy/vocabulary and writing structures through modelling/Teacher Instruction of lesson stage- including embedding reading routines in lessons that replicate DEAR strategy. Embedded in ALL subjects by EVERY teacher. Outcomes at KS4 to then improve as a result of consistent approach to reading through the reading routine implemented by the actionable steps. Data from improvement of DS students from Y7 to Y9 using NGRT will suggest improvements in reading ability as well as KS4 outcomes.</p> <p>In year 1 and 2 this will be based on Basics 4-9 and 5-9 as well as APS on Attainment 8. This change is due to progress 8 not being a KPI for progress used in 24/25 and 25/26.</p> <p>In the final year of the strategy we will revert back to being above 0 for P8.</p>

	DL Basics for 4-9 = 23 % 5-9 = 7% Attainment 8= 28.23 shift to DL Basics for 4-9 = 50 % 5-9 = 30% Attainment 8= 40
<b>2b. Improve attainment of DL students- part of SDP/RIP 2025-26</b>	<p>Through improved curriculum intent and implementation (enactment) and through Incremental Coaching- ensure LCA students are as close to National Average <b>Progress</b> in all subjects, especially in <b>core subjects (inc DL)</b></p> <p>2024/25 KS4 outcomes: gap between disadvantaged and non-disadvantaged students reduced.</p> <p>2025/26- KS4 outcomes: gap between disadvantaged and non-disadvantaged students further reduced and in line with NA.</p> <p>2026/27 KS4 outcomes: disadvantaged students make progress in line or above national average.</p> <p>Improve Maths, English and Science progress as a priority for rapid progress to be made.</p>
3. Improve <b>attendance</b> SDP/RIP 2025/6	Disadvantaged students' attendance to be at least at 90%, whole school closer to NA 93.3%

<b>4. Behaviour</b>  Improve <b>behaviour</b> through better implementation and enactment of learning routines based on the LCA Lesson Structure	<p>All disadvantaged students able to regulate their behaviour as learners and attend lessons thus reducing RESET sessions, improved engagement with learning and RESET data to fall in line with non-disadvantaged pupils.</p> <p>QA Systems will highlight an improving landscape of engagement for DL Students across every classroom in the school</p>
<b>5. Yr 11 DL Mentoring programme</b>	<p>Embed DL Champions for Y11 and execute brilliantly an assertive mentoring programme</p> <p>Greatly improved outcomes for A8, APS each subject especially Core and improved BASICS measure for DL. More importantly, improved life chances for these students</p>

<p>6. Improved <b>mental health</b> and well-being especially for those from complex family situations</p>	<p>A calmer environment for these students as they are better planned for through inclusion meets led by HoY, ASA and AWO DSL</p>
<p>7. Improve understanding of <b>SEND/ PP needs</b></p>	<p>Higher attendance of parents and carers to the SEND Café and more opportunities to celebrate disadvantaged and SEND efforts with learning.</p> <p>Every child who has an overlap of SEND and PP has a Celebration book that they can share with their parents and carers every half term.</p> <p>Pupils to have the option of carrying with them their SEND passport to remind to teachers' provision in place.</p> <p>SEND Team to produce SEND A5 booklets with five key strategies for each classification of need. Key Focus Cognition and Learning and SEMH. SEND team class strategy suggestions from requested coaching or SEND teacher referrals.</p> <p>Significant closing of disadvantage gap for pupils who are recognised as K and PP have attainment and progress 8 data.</p> <p>Yr 11 DL students to all have a Pupil Passport to share on Class Charts and support their learning plus an ILP with the DS Champion including gaps to learn and fill</p>
<p>8. Close <b>Learning Gaps</b></p>	<p>All students who are reoffenders in RESET have a 3 – 6- week personalised BESPOKE curriculum aligned programme of study where all learning gaps are closed, especially for core subject areas.</p> <p>Assessment is a driver to check for understanding in all curriculum areas where high-quality teaching prioritises feedback and coaching conversations about learning with disadvantaged pupils as a priority. Pupils need to know where they are with their learning, what they need to improve to meet their goals that they set as a learner.</p>

9	<p><b>Communication and Attitudes</b></p> <p>The Academy staff will communicate more effectively with pupils and parents. This will lead to:</p> <ol style="list-style-type: none"> <li>1. Improved staff and student relationships</li> <li>2. Celebration of hard work through Class Charts points and emails/calls home</li> <li>3. Greater outcomes and higher engagement through a greater sense of identity and belonging by DL/PP students</li> </ol>
10	<p><b>Participation in additional enrichment</b></p> <ol style="list-style-type: none"> <li>1. All DL/PP students will be partaking in enrichment including Challenge Week</li> <li>2. 75% of DL/PP will be participating in a club or one enrichment activity across 2026 to have access to greater social and cultural capita</li> </ol>
11	<p><b>Parental Engagement:</b> Parental engagement and support from  <b>We will have 70% Attendance at Parent Evening for DL/PP learners</b></p>
12	<p><b>Careers Strategy 2025-26: CEIAG new structure</b></p> <p>100% of DL/PP Year 9 &amp; 11 will have priority career interviews: Year 11 by January 2026. Year 9 by May 2026. Percentage of NEET DL will be as close to 0 as possible 2026</p>

## Activity in this academic year

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

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

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

Budgeted cost: £ 57, 624

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, 7, 8
Providing training to ensure all leaders and teaching staff, pastoral and support staff fully understand the impact of educational bias, disadvantage, and the role all stakeholders can play in tackling this.	All staff aware of having the highest expectations of all pupils without bias: Pygmalion effect <a href="#">The Pygmalion Effect Study</a>  Incremental Coaching and developing the teaching and learning routines to provide regular feedback to staff in relation to non-negotiables and the LCA teaching and learning structure (PP focus – mark first, targeted prompting, questioning, coaching conversations, seating plan etc.)	1, 2, 3, 4, 5, 6, 7, 8
Develop whole school Literacy Training based on EEF Literacy in Secondary Schools through Coaching and Oracy	Build on the work 2024-25 of the National Literacy Trust/EEF in developing the Oracy project for DL students <a href="https://literacytrust.org.uk/training-and-workshops/secondary-training/">https://literacytrust.org.uk/training-and-workshops/secondary-training/</a>	1, 2, 6, 7
Year 1 Prioritising disciplinary literacy and targeted vocabulary instruction in every subject Link to coaching action steps  January-July 2026	Disciplinary literacy to feature in SMART Trust Assessment alignment work to support ambitious curriculums for all. <ul style="list-style-type: none"> <li>Year 2 Develop students' ability to read complex academic text through reading routines and build disciplinary literacy into written answers year7-11 with taught</li> </ul>	ALL

	<p>structures across subjects</p> <ul style="list-style-type: none"> <li>Year 3 Combine writing instruction with reading across most subjects and structured talk opportunity</li> </ul>	
<p>Train teachers and students in key operations for teaching and behavioural routines.</p> <p>Coaching Cycles to provide regular feedback to staff.</p> <p>DS Strategic Lead and DHT QoE to develop training on how to use behaviour management 'craft' to keep DL in the classroom as opposed to the RESET Room</p>	<p>The EEF defines 'consistency' as one of its core recommendations due to the impact it has on behaviour and reduction in cognitive load.</p> <p>DL pupils are disproportionately represented in negative behaviour data. Embedding learning routines with high expectations for all will help improve experience at school for all and offer disruption and distraction free learning.</p> <p>Linked to reflective opportunities built into collaboration with Behaviour SLT lead as a way of sharing best practice and B4L improvements.</p>	1, 2, 3, 4, 5, 6, 7, 8
<p>Assistant SENCO (support staff role) and pupil premium advocate role.</p> <p>LSAs</p> <ul style="list-style-type: none"> <li>Appropriately qualified</li> <li>Emotion Coaching</li> <li>Specialist curriculum support training</li> <li>Supporting Engagement model</li> </ul>	<p><u>Teaching assistant interventions</u> take a wide variety of forms but can increase progress by as much as 4 months every year (EEF). Resource learning provision and breakfast club provision to facilitate disadvantaged students being ready to learn.</p> <p>Assistant SENCO leading on training with expert SEN teacher focusing on SEND in Mainstream Secondary Schools EEF and The TA Scaffolding framework and teacher/TA contract.</p>	1, 2, 6, 7, 8 Revisited as and when necessary
<p>Teachers of the Oracy Curriculum: JAN LOL CRS LHO SSC LRE</p>	<p>Oracy project Kilmar Consultancy Ltd: LOL JAN LRE SSC CRS</p> <p>EEF Oral Language Interventions +6 months</p> <p>The Oracy project is hugely linked with DL, it is part of our curriculum in Years 7 &amp; 8 through drama, designated lessons and PE. It will help us build onto the action steps <i>Say it again but say it better, Give them the Words</i> across 2026- a bespoke design to suit LCA.</p> <p>Six days with Dr Laura Kerslake and additional resources.</p>	ALL

Lead Coach- JKN & KJA	Coaching & Mentoring The EEF suggests that strong leadership that is widely distributed builds expertise, resilience, and capacity- train teachers at different stages across the LCA lesson structure to truly develop disciplinary literacy and teacher instruction/modelling across 2025-26	ALL
RESET and Curriculum Support Room has intricate mapping of remote learning linked to curriculum lessons	SLT member responsible for the structure of each session and the motivation to engage in learning. Working with the SEND team to modify structured sessions that are consistently linked to classroom expectations in the Curriculum Support room- Satchel One, Class Charts	2, 6, 7
Student Equipment	Homework / revision booklets Yr 11 5-1 Countdown Revision Need to Know KS3 Pencil case with expected equipment Reading bookmark	1, 2, 6, 7

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

**Budgeted cost: £ 102,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7, 8 and 9 Peer-Tutoring tailoring of peer/HLTA tutoring to support literacy interventions during DEAR time three times a week, for students who are below their chronological age by more than 2 years.  Overseen during tutor time b HLTA CGU and SJE  £2,000	EEF Peer tutoring has a positive impact on both tutors and tutees and is a cost-effective approach to delivering one to one or small group interventions. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/peer-tutoring</a> EEF states that 4 to 10 weeks of intensive block with regular session (3 times a week) appear to provide maximum impact for both peer leaders and tutees. High impact for very low cost (adds +6 months additional progress)	1, 2, 6, 7

<p>Year 7-9 Specialist HLTA intervention programme 0.8FTE for all students below 90 Reading Age NGRT equivalent test and significantly below their chronological reading age Delivered and planned by HLTA CGU: Read Write Inc Sparx Reader</p> <p>£21,769</p>	<p>EEF Reading Comprehension Strategies +7 months EEF Phonics Intervention +5 months</p>	
<p>Year 9 and Year 11 students to access: three to one tutoring sessions in English by qualified English Teacher HLTA</p> <p>£15,000</p>	<p><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). Students are learning content and grappling with academic vocabulary early for scaffolding to be repeated and revisited for mastery.</p> <p>Tutoring for Y10 and Y11 by a local English &amp; Maths tutor plus</p> <p>Online Tutoring Platform in Maths</p>	
<p>RSL Strategy for Year 11: a selection of year 10 and 11 disadvantaged pupils to access mentoring for revision strategies and learner goal setting on GCSE Pod and other tools, supported by inspirational adults; linked to GB athletes and inspirational mentors for various career sectors</p> <p>£20,000</p>	<p>Performance and Raising Standards SLT to lead on improving select group of student's attendances, behaviour, engagement with the right type of revision/study skills targeted through Assertive Mentoring DL Champion.</p> <p>Students to be guided through a mentoring programme with the aims to improve them</p> <p>Students to access weekly check ins and support with goal setting that is individualised to needs, involving family and expert teachers in study habits and skills.</p> <p>Linked too EEF Metacognition guidance – specifically recommendation '2 and 6' for pupils to be able to plan, monitor and evaluate their learning and development to achieving their goals.</p>	<p>2, 3, 5, 7, 8</p>

<p>Use of Sparx English and Maths online platforms to set, assess and monitor study as part of the peer tutoring programme.</p> <p>£10,000</p>	<p>Online learning platform to be piloted in 005 to support Bespoke catch-up learning and through the Maths curriculum and English curriculum.</p> <p>Training for staff in 005, English and Maths faculties and training for Peer Academic Mentors.</p> <p><a href="#">Sparx Maths Evidence</a> Maths utilising SPARX for assessments and home learning tasks.</p> <p>KS 4 Adapted Curriculum Space 2006 to develop catch up programme using Sparx English and Maths for Yr 10-11</p>	<p>1, 2, 7, 8</p>
<p>HLTA to support the Maths faculty through numeracy intervention with targeted groups.</p> <p>£4,000</p>	<p><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). Additional Maths experts in the classroom to support flexible grouping support through retrieval and pre-teaching of content.</p>	<p>2, 7, 8</p>
<p>Use of Trauma Informed Schools Practitioners to support SEMH interventions:</p>	<p>S.P.A.C.E programme on offer to families to support SEMH</p>	<p>3, 5, 8</p>

<p>support pupil identity, SEMH intervention with individuals and targeted groups in relation to PSHCE content. £8,000</p>	<p>1-1 appointments for students for 1 hour a week for 6 weeks Referrals for students and families through the Early Help Hub TIS strategy meetings with teachers and students to support the Assess Plan Do Review cycles for PP/SEND students struggling in lessons Dreadnought sessions 1 hour a week for 6 weeks</p>	

<p>Introduce Reader Pens Year 7 – 11 for select group of disadvantages pupils.</p> <p>£1,800</p>	<p>Distributed to support very low attaining readers who are PP in partnership with working with families who need addition support with reading at home.</p> <p>Assistive technology like reading pens significantly boosts reading comprehension and engagement, particularly for low-ability students (EEF).</p>	<p>1, 2, 6, 7, 8</p>
<p>Increase engagement with homework</p> <p>Use of Homework Support Sessions to help those students unable to access IT by running homework club after school every day.</p> <p>£3,500</p>	<p>High impact for very low cost based on very limited evidence (adds +5 months additional progress). Homework refers to tasks given to pupils by their teacher to be completed outside of the lesson. Our definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours (EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/homework</a></p> <p>Homework club will run in the learning hub from 3.10-4:15pm every day after school with HLTA support and Raising Standards Lead / HODs referring some students.</p> <p>Year 11 iStudy area opened until 4.30 pm for Yr 11</p>	<p>1, 2, 6, 7, 8</p>

Total spend  
£225,624

**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. **Budgeted Cost £90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance</p> <p>Continue to implement SDP actions with disadvantaged students being priority</p> <p>Access two extra day from EWO recently employed across SMART</p> <p>Transition mentoring</p> <p>£10,000</p>	<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 tackle persistent absence.</p> <p>Peer tutoring attendance clinics set up through Pastoral team</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>Celebration Books</p> <p>Peer Mentoring for Year 6 transitioning to Year 7</p> <p>Be awesome – Go Big project Year 6 – 7</p>	<p>1, 2, 3, 4, 5, 6, 7, 8,</p>
<p>Improve Reading</p> <p>DEAR Programme (Drop Everything &amp; Read) Focus on fiction and non-fiction reading within structured routine</p> <p>£8,000</p>	<p>Reading Comprehension Strategies:</p> <p>Very high impact for very low cost (adds +5 months additional progress) EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Strategy uses teachers to model spoken reading with response opportunities, both through oral and written forms, improves fluency and word study and comprehension. Selection of reading materials tailored to developing cultural capital, to engage male readers in some instances, to develop empathy and emotional wellbeing.</p>	<p>1, 2, 6, 7</p>
<p>Improve Behaviour</p> <p>Continue to raise expectations of behaviour</p> <p>£12,000</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 on the positive, the use of ‘Reset’ and teaching behaviour</p>	<p>2, 3, 5, 8</p>

	<p>expectations in both the classroom and other academy spaces e.g. corridors, canteen.</p> <p>To refine the structure of the pastoral system and align opportunities to develop the hidden curriculum opportunities in leadership and activity for pp pupils, through the PSHCE curriculum.</p> <p>Amplify praising the positive and focusing more on learning than behaviour at every opportunity.</p>	
<p>Parental Engagement</p> <p>Increase parental engagement to increase parental support and relationships with staff.</p> <p>Increased usage of EWO but extra two days</p> <p>£11,000</p>	<p>Moderate impact for very low cost based on extensive evidence (adds +4 months additional progress at secondary level) EEF  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a> Programme</p> <p>Aims to develop parental skills such as: literacy skills</p> <ul style="list-style-type: none"> <li>• Joint learning opportunities</li> <li>• IT and numeracy skills (EEF)</li> <li>• Encourage positive dialogue/interactions about learning</li> <li>• More effective when children are younger. Practical strategies to support learning at home</li> <li>• Positive phone calls home</li> <li>• 100% attendance text / parent mail</li> <li>• Parent forum evenings</li> <li>• Parent power evenings</li> <li>• Financial support for education purposes, uniform, Academy trips</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Explore PIXL Secondary School subscription</p>	<p>£3,400 annual subscription to assist with core subject support, data and target setting and curriculum development particularly in core and PE.</p>	
<p>All DL/PP Learners to receive £180 for their own use with parents linked to:</p> <ol style="list-style-type: none"> <li>1. Enrichment activity</li> <li>2. Club participation</li> <li>3. Revision and materials to support study</li> </ol> <p>All CIC £500</p> <p>Total £25,000</p>	<p>Tracked by Finance Team and communicated to all PP/Service Children</p>	

**Total budgeted cost: £216,916.00 Contingency funds: £8,000**

## **Part B: Review of outcomes in the previous academic year 2024-25**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

#### **Teaching**

Aside of Art, Textiles, English and Hospitality outcomes for PP/DL learners did not shift and rise. Hence the

review and strengthening of this plan and designated leadership of it to HT/DHT for 12 months. The DHT

has had training on leading PP Strategy and the HT from his previous role in the Plymouth Context for Y11.

#### **Senior Leadership Implementation**

A new leader has been given the remit for Pupil Premium; they come with training from PP expert Mark Rowlands and previous experience of CIC designated teacher and SENDCO. The PP plan is to be shared more transparently for collaboration with the aim to connect roles and responsibilities embedding a distributed leadership approach to making this year's PP plan work more effectively. The leader has completed NPQH and recognises the importance of using implementation frameworks as guided by EEF.

#### **Staff CPD**

The SLT team has been extended since the recent Headteacher left in December this year. The SLT team is engaged with training that is closely related to improving life chances for pupil premium pupils. Training underway: NPQSL; Timetabling and SISRA; Raising Standards Lead SMART training; New RESET remit for SLT to ensure learning is underway in RESET; Overview of Paul Dix training; capacity building for attendance and SEND with new positions.

The SMART Director of Education has supported 'course correction' in revisiting the Pygmalion Effect study post examination outcomes in September 2024 and 2025 in the following January. Staff are aware of how important high expectations now are. The last Ofsted visit in November 2024 highlights that expectations for all are more apparent but attitudes towards learning is a concern for SEND and PP students. Staff are aware that we are on a journey for improvement in closing the disadvantage gaps and this always involves prioritising and being inclusive of PP pupils. 50% of staff have implemented 15 strategies to support PP learnt from Kingsbridge Research School and the new 50% of staff will learn about this January 2025. We are also developing our own T&L model to improve engagement of PP students in the classroom.

Whole school training has been under way in partnership with The National Literacy Trust and teachers are using disciplinary academic language in the classroom; there is now a need to embed tier 3 vocabulary further through targeted interventions and through assessment. DEAR time is rigorously audited, and teachers are being guided to model fluency in reading and

support comprehension through unpicking tier 2 language when necessary to support context and cultural capital.

### **Assistant SENCO and Pupil Premium Advocate**

Our breakfast club has been a huge success, and parents are pleased that this continues. We have 70 – 90 students attending during some mornings each week. Please see the SEND report for LSA training that has occurred to support students that are PP and SEND.

### **Targeted academic support**

#### **Small Group Intervention**

Led by qualified English teacher, 1-1 and 1 – 4 student grouping for 6 – 12-week interventions as part of a flexible grouping adaptive teaching approach. Significant gains in engagement and progress for select group of disadvantaged students that cross over with SEND. Increasing use of this intervention with students who are two years below their chronological reading ages. The intervention is split into reading and comprehension and pre learning curriculum content.

#### **DEAR Time**

Ofsted highlighted that there are green shoots with the whole school reading implementation plan. Reading is high priority and since September more time has been given to reading maximising learning of fluency and comprehension of tier 2 words. The HOY has had training in a Research School pilot project linked to reading for pleasure and reading for learning and this will feature in next years plan. SO far auditing of this highlights that DEAR is underway, consistency needs to be sustained.

KS4 have access to core subject revision during tutor time and pupil premium students are accessing check ins from subject specialists to make sure that they are completing the work set. All pupil premium students have been given flashcards and revision guides for core subjects GCSE courses as well as an open invitation to homework club for study support. The Raising Standards Lead and HOY 11 are improving the offer from last year by implementing mentoring for pupil premium students and with the 200-hour revision and training for this.

#### **Core Subjects**

**Maths: Grade 7+ 0/31 Grade 5+ 4/31 Grade 4+ 9/31. APS 2.81**

**English: Grade 7+ 1/27 Grade 5+ 5/27 Grade 4+ 13/27 APS 3.15**

**Science: Grade 7+ 0 Grade 5+ 3/31 Grade 4+ 7/31 APS 1.85**

**The impact is very low based on last years Spending Plan- this years will have greater impact/**

### **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. The pastoral team have had further refinement since the departure of the previous Headteacher to issue more capacity and further access to EWO

services that have proved impactful.

PP funding will were necessary and or impact support students to engage in enrichment and extra- curricular provision such as Cheer Leading, Boxing interventions and SEMH wellbeing support.

The DfE visited LCA in June 2024 and raised that EHCP attendance was seen as best practice and the need to roll out Celebration books had been seen to assist with PP and SEND students who need to increase their self-esteem and connection with home and school. For two terms EHCP and PP students with EHCP was 95% and above. Since then, increase in EHCP attendance has occurred due to new EHCP student / PP from Primary feeder school and midyear admissions have reduced the percentage. Transition work to link with The Brilliant Club and mentoring early on in year 6.

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 behaviour policy was reviewed and an adapted approach to reset implemented in 2023-2024 with the support of SLT with new remit. Developing a more rigorous SOP for learning in RESET and align curriculum resources, gaps are starting to close since the Ofsted visit in November 2024.

Ofsted have suggested that a focus on catch up intervention and closing learning gaps is vital.

Support from across the Trust has helped LCA secure tighter measures in closing gaps, early conversations with the SEND and pastoral team continue to be vital for improvements for adjustments to be in place for students with need and are PP.

Power up – 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 year's planning as the gains have been less marked especially in Year 8.

Power Up works impactfully when students are in silent attention and resourced well; the English team are ensuring sustaining of expectations and that earphones are being used. Classes 9-3 and 8-4 did particularly better than the others and comprehension and word study. Focus only for lower attainers who are disadvantaged.

### 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
My Maths (KS3 Homework)	MyMaths limited

<p><b>SPARX Maths</b> (Curriculum Support KS4 Homework)</p> <p><b>SPARX English</b> (Curriculum Support)</p>	Sparks learning
<p><b>Tassomai</b> (KS4 Science Revision)</p>	The Learning programme
<p><b>GCSE POD</b> (Year 10 and Year 11 / KS4 Private Study)</p>	An Access Learn GCSE Pod
<p><b>The Brilliant Club</b> Pending July 2025 start <a href="https://thebrilliantclub.org/the-scholars-programme/">https://thebrilliantclub.org/the-scholars-programme/</a></p>	Registered charity 'The Brilliant Club'