

Longfield Academy Pupil Premium Strategy Statement – 2024 – 2027

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	Longfield Academy
Number of pupils in school	722
Proportion (%) of pupil premium eligible pupils	38.23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	A Sweeten Head Teacher
Pupil premium lead	A Sweeten Head Teacher
Governor / Trustee lead	L Morehead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 289,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£289,000

Part A: Pupil premium strategy plan

Statement of intent

Currently 38.23% of our cohort are classified as Pupil Premium (PP). 36.7% currently receive free school meals. Our intention is that all pupils irrespective of their background or any barriers to learning they may face, should make excellent progress and achieve high attainment across the school curriculum.

The aim of our pupil premium strategy is to support every disadvantaged child to secure their future life chances and to support that goal. Our vision ensures that we put our children at the centre of every decision we make, and we are committed to supporting challenges faced by children whatever their vulnerability and regardless of the length of that vulnerability.

Taking all these factors into consideration, it is an imperative that this strategy explores ways to raise aspiration, address any issues of low expectation and ensure the outcomes of all students enable them to compete in the workplace. The activities we have outlined in this statement are, therefore, intended to support all our children, regardless of whether they currently fall into the category of 'pupil premium'. However, the strategy will be tracked closely to ensure that all disadvantaged students gain from any additional funding available and increase their life chances.

Our key focus is the quality of the education we can provide. Investment is essential in supporting effective implementation to ensure teachers and support staff are supporting their pupil premium students.

Strong outcomes in Maths and English are essential to ensuring the future life chances of all students. Our strategy places a greater emphasis on early identification of common and individual need and timely and specific intervention. Impact will be measured through a variety of diagnostic assessments.

To ensure all our approaches complement each other for maximum impact and effectiveness we will:

- Screen all year groups for literacy and, in time, numeracy difficulties and implement a rigorous support programme at wave 1, 2 and 3.
- Explore additional leadership and teaching capacity to core departments, with a particular focus in science.
- Actively promote a whole Academy approach to Quality First Teaching around the evidence-based strategy of 'brain-based learning'; in which all staff take responsibility for disadvantaged pupils' outcomes, ensure pace, challenge and continually checking for understanding in every lesson and to raise expectations for all.
- Work positively with external agencies to support specific needs.

- Invest in a pastoral support team that can support and challenge poor attendance; address all barriers to learning and link pastoral support with academic support; and ensure positive attitudes to learning through the consistent implementation of the choices policy.
- Raise aspiration and expectation through a rigorous CEIAG programme including a whole Academy focus on Personal Development

We have used data to inform the effectiveness of previous provision but not relied entirely upon it (as the research guides) to plan revised strategies that can support us to meet our overall objectives. Student voice and other stakeholder views, including external professionals may also be used to evaluate the effectiveness of our strategies.

This is the 3-year plan:

A. Improve the quality of teaching (QFT) throughout the Academy for all students through the implementation of the 'brain-based learning' strategy - for disadvantaged students to make at least the same rate of progress as their non-disadvantaged peers.

B. Ensure that disadvantaged students develop a consistently positive and resilient attitude to learning and access the wider curriculum – this will be reflected in NEET (Not in Education, Employment or Training) figures and involvement in all Personal Development /Enrichment and Careers Education, Information Advice and Guidance activities.

C. Improve the literacy and numeracy skills of all students. The reading ages of disadvantaged student will improve so that they are at least at age related expectation. Improve mathematical performance for all with a focus on PP for support.

D. Support issues with non- attendance, poor attitudes to behaviour and exclusion figures for disadvantaged students are in line with those of their non-disadvantaged peers.

E. The 3-tier model has been adopted, with each strategy falling under one of these categories.

- High-quality teaching
- Targeted academic support
- Wider strategies

Challenges

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

Challenge number	Detail of challenge
1	<p>The Quality of Education was graded as Good in October 2024. The main area for continual development is the consistency of the curriculum implementation across the academy.</p> <p>Internal quality assurance of subject implementation currently indicates that teacher's development, consolidation and deepening of students' knowledge, understanding and skills, indicates there are small pockets of inconsistency across a limited number of departments.</p> <p>SEND wave 1 Quality First Teaching requires development in all subject areas and is a key priority for the academy in 2024/25. Brain Based Learning is our method for driving this agenda in 2024/25. The challenge is how we continue to train and develop staff in this pedagogy; to monitor and assess the impact of the strategy to support the learning of all our students.</p>
2	<p>Gaps in knowledge have also widened due to the ongoing impact of the pandemic and the limitations this has on the student's core knowledge. GCSE outcomes in 2024 show a fall. P8 score 2024 was -0.44 compared against -0.09 in 2023 and -0.11 2022.</p> <p>This further supporting the gaps in knowledge that have formed during the pandemic and the ability for the students to draw on this lost knowledge.</p> <p>Longfield Academy is in line with national averages for attainment in English and English/Maths match up for attainment.</p> <p>The 2024 results highlighted the following areas for development: Maths P8 score is -0.56 (-0.26 2023) Ebacc P8 score is -0.89 (-0.42 2023)</p> <p>The 2024 disadvantaged P8 is -0.92 (-0.89 2023 and -0.33 in 2022) While this appears to have gone down, each of the 41 PP pupils who had a negative progress score, had an extensive bespoke intervention plan in place to support them through their examinations; but also further highlights the complexities of the mental health demands that a number of the students presented during the examination period. Despite our best efforts to ensure all children completed examinations, 5 pupils failed to sit any examinations in 2024 – this has impacted significantly on our outcomes.</p> <p>We have also seen a significant rise in PP students who have significant SEN(D) need and this has had a double impact on our progress results.</p>
3.	<p>QFT continues to be a focus for 2024 onwards. As of Sept 24, we have continued and developed a 'Brain Based' initiative to wave 1 teaching.</p>

	<p>Progress continues to be made in this area and evidenced by the overall attainment score improving year on year and through the quality assurance process that demonstrates the needs of the students are consistently being met across the curriculum.</p> <p>Waves 2 and 3 provision continues to develop with a significant increase in the amount of EHCP's (16) now in place in comparison to this time last year.</p> <p>Out of 274 PP students 126 have a SEND need and many regularly access support from or Personalised Learning Centre.</p> <p>We are continuing to increase and train our TA provision to ensure that we continue to embed the Quality First Teaching across the Academy. Effective provision is essential to meet the needs of these students and enable them to access learning and emotional support.</p>
4.	<p>Attendance rates for pupils eligible for Pupil Premium, although remaining static; this naturally continues to be an area that the school continues to invest in to support the removal of the wider barriers for the attendance of this group of students.</p> <p>22/23 88.34% attendance for PP. 23/24 87.70% attendance for PP</p> <p>22/23 49% of our PP cohort are persistently absent, which is a slight improvement on 21/22 which was 54%. 23/24 41% of our PP cohort are persistently absent, which is an improvement on 22/23.</p> <p>This continues to be an area to improve as absenteeism is a barrier for some of our Pupil Premium students and their chances to maximise their progress at Key Stage 4.</p>
5.	<p>54.5% of students issued with a suspension in 2023/24 were PP students.</p> <p>We are seeing an increased amount of defiance and persistently disruptive behaviour from disadvantaged students, and we are working closely with all agencies to support the students and to limit the impact of their increasing barriers to education.</p> <p>Locally and Nationally suspension have risen significantly, and we believe we are in line with the national picture.</p>
6.	<p>Personal Development and exposure to new experiences, essential for the raising of aspiration for all our children, is a challenge financially and logistically.</p>
7.	<p>Historically pupils' reading and writing skills upon intake to Longfield are close to or above national average.</p> <p>The COVID years are still impacting on gaps in skills and knowledge. Pupils still require a need to catchup / improve their literacy skills. This is all students but particularly disadvantaged pupils at KS3.</p> <p>Numeracy skills also require development whole academy to improve maths outcomes.</p>
8.	<p>More pupils than ever, face significant challenges in their lives and have social, emotional, and mental health needs that prevent them from</p>

	<p>accessing the curriculum as they struggle with their resilience, confidence, and motivation. 106 pupil premium students accessed internal or external emotional support. 37.19% of those accessing support are PP. This is an increase of 25% from 2022/23. This further highlights the ever-increasing needs of our students and the level of support they require.</p>
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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 the quality of education for all subjects be developing and improve Quality First Teaching and delivery of SEN strategies.</p>	<p>Quality Assurance internal and external will evidence improvements in differentiation and QFT for all.</p> <p>All pupils that are disadvantaged and have educational needs are supported holistically and achieve in line with their target grades - as reflected in assessments and final exams. Classroom practice reflects adequate support for all students on the SEND register, as evidenced through observations, learning walks and assessments.</p>
<p>2. Improve the quality of education through effective tracking of gaps in knowledge and monitor the evidence of impact of strategies used to address gaps. Improve outcomes in all subjects, but particularly Maths and English.</p>	<p>Gaps in knowledge will close in all subject areas as evidenced through a rigorous assessment strategy.</p> <p>By the end of our current plan 2026, disadvantaged students should make at least the same rate of progress as their non-disadvantaged peers.</p> <p>Outcomes will demonstrate that all disadvantaged pupils achieve an attainment 8 score in line with national expectations.</p> <p>All disadvantaged pupils will achieve an attainment grade in line with their target grade, while most will achieve at least grade 4 or 5 in Maths and English.</p>
<p>3. Ensure additional provision for wave 2 and 3 SEN students is fit for purpose.</p>	<p>Assessments, tracking of progress, student voice and teacher observations of students attending the PLC provision evidence positive attitudes to learning, increased resilience and self-regulation to adverse situations.</p> <p>Student voice and tracking indicates that most students reintegrate into mainstream lessons, and this is successful.</p> <p>All academic and soft intervention strategies are tracked and demonstrate impact. Evidence of a change of strategy is clear when impact is not evident.</p>

<p>4. Support issues with non- attendance and Emotionally Based School Avoidance.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being in line with national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. This is demonstrated through the school being in line or above the national average for school attendance. the percentage of all pupils who are persistently absent being in line with national average and the figure among disadvantaged pupils being no more than 4% lower than their peers.
<p>5. Support disadvantaged students make the right choices of behaviour and improve attitudes to learning. Reducing suspensions and exclusions.</p>	<p>Suspension figures reduce year on year, for all students.</p> <p>Other tracking of behaviour choices to indicate an improved attitude to learning for all disadvantaged students.</p>
<p>6. Personal Development and a culture of learning and aspiration is embedded whole school.</p>	<p>Enrichment activities are attended by all PP students at some point throughout the year. The attendance of disadvantaged students at enrichment, trips and visits is also in line with that of their non-disadvantaged peers. All PP students have access to CEIAG information.</p> <p>Destination data demonstrates that pupil Premium pupils maintained in education is higher than national average for Pupil Premium pupils and equal to Non- Pupil Premium pupils.</p> <p>Student voice demonstrates a change of attitude to learning. The school is calm, purposeful, students appreciate why they are here.</p> <p>Curriculum intent documentation has a clear strategy for improving cultural experiences, raising aspiration and CEIAG opportunities.</p>
<p>7. Improve the literacy and numeracy skills of all students but particularly disadvantaged pupils at KS3.</p>	<p>Reading comprehension tests, phonics support and Lucid screening demonstrate improved comprehension skills among disadvantaged pupils and a smaller dis-</p>

	<p>parity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Dyscalculia screening, regular assessments and student voice demonstrate improved numeracy skills among disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Student voice will evidence an increased in reading for enjoyment reading will be high profile in all lessons as evidenced through learning walks.</p>
<p>8. Improve the support on offer for all but particularly disadvantaged students to improve mental health and wellbeing.</p>	<p>Counselling is offered to all students, subject to need and impact of support is evidenced.</p> <p>Student voice continues to reflect a whole school attitude towards supporting positive mental attitudes and resilience.</p>

Activity in this academic year (24/25)

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: £232,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To Improve the Quality of Teaching (£87,370)</p> <p><i>Trust to continue to invest in additional capacity in science, to strengthen curriculum planning and delivery in science.</i></p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	1,2,3
<p>High Quality CPD with Brain Based Learning external provider, including, professional development, coaching and partnership with good/outstanding schools (£10,000)</p> <p><i>Triangulated approach to quality assurance through lesson observations, book looks, student and staff voice to inform CPD objectives throughout the year.</i></p> <p><i>Focus on live marking, collaborative working and SEND (QFT)</i></p>	<p>To ensure consistency across all subjects and support the monitoring of CPD foci. CPD plan to be adapted to address inconsistencies or misconceptions.</p> <p>Continue to work with external agencies to support quality assurance of implementations</p> <p>'Feedback' an effective tool with low cost and high impact on student progress. (EEF 2020) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,2,3
<p>Improving literacy in all subject areas in line with recommendations in the EEF and Improving Literacy in Secondary Schools guidance.</p> <p><i>Oracy to be developed whole school.</i></p> <p><i>Day release to support colleagues visit primary schools and ensure successful academic transition between key stages.</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1,2,3,5, 7
<p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Teaching Assistant Interventions offer moderate impact to moderate cost. (EEF 2020)</p> <p>The effectiveness of each TA increases the impact of their support. All TAs should be</p>	1,3

<p><i>Appointment additional TAs to support delivery of QFT in classroom (£54,990) and subsequent training to ensure value for money</i></p>	<p>educationalists first and foremost, focussing on encouraging resilience and developing independence in learners. Monitoring of impact through Edukey.</p>	
<p><i>Literacy focussed syllabus on Key Stage 3 and 4. Reading classes allocated to targeted KS3 pupils to develop skills further delivered by literacy intervention lead. Lexia & Fresh start package for targeted pupils. Reading – whole school priority with Inset provided to all staff. Literacy leadership role developed to deliver and track reading initiatives. (£37,115)</i></p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: <u>Improving Literacy in Secondary Schools</u> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <u>word-gap.pdf (oup.com.cn)</u></p>	1,2,3,7
<p><i>SEND support officer employed to support access arrangements for all pupils in all curriculum areas. (£39,564)</i></p>	<p>Meeting individual needs – NFER How are more effective schools supporting disadvantaged pupils to succeed?</p>	1,2,3,7
<p><i>Purchase of FFT & SMID that support the tracking of Pupil premium pupils. (£3,298) Training will be provided for staff to ensure systems are interpreted correctly.</i></p>	<p>Tracking gaps in knowledge can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. The purchase of White Rose maths to enable a more fluid transition of maths knowledge and skills from Ks2 to Ks3. Purchase, training and development of numecon and Sparx to support our weakest learners. External support from the Maths Hub.</i></p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models.</p>	1,2,3,7
<p><i>Ongoing training of SENCO to ensure effective delivery of QFT and wave 2 and 3 strategies</i></p>	<p>Evidence from EEF suggest inclusive high-quality teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including Pupil Premium pupils.</p>	1,2,3
<p><i>All staff to ensure that the 'lost' learning gap is closed through consolidating prior learning (retrieval)</i></p>	<p>Evidence from EEF suggest inclusive high-quality teaching ensures that planning and implementation meets the needs of all</p>	1,2

<i>and having high expectations with respect to the quality and return rate of Independent Learning Tasks.</i>	pupils, and builds in high expectations for all pupils, including Pupil Premium pupils.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £185,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexia is our new targeted reading programme that supports students in Years 7 to 9. This programme is also used to support waves 2 and 3 provision. £4,700</i>	Reading comprehension strategies EEF 2020 Very high impact for very low cost based on extensive evidence Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.	7
<i>Purchase of standardised GL diagnostic assessments. Lucid, Lucid Exact, Lexia. Dyscalculia screening IDL, Edukey for pupil profiles. (£4,981)</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation	1,3
<i>Library Provision – Encouraging reading for pleasure is important for both personal and academic development.</i> <i>Small team of TA / support staff trained in Fresh Start phonics delivery</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading for pleasure interventions are designed to promote children’s enjoyment of books and encourage them to see reading as a pastime rather than a chore. Reading for pleasure is driven through the English curriculum and independent learning tasks. Fluent decoding – the process of translating print into speech by rapidly matching a letter or combination of letters to its sound and recognising the patterns that make syllables and words – is the foundation on which literacy is built. There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention.	1,2,3,7

<p><i>Develop use and monitoring of Alternative Provision as a pathway to reengage, reintegrate or avoid permanent exclusion.</i></p> <p>£100,000</p>	<p>7% of students permanently excluded in 2016 achieved good passes in English and Maths (Timpson Review of School Exclusion 2020).</p> <p>Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:</p> <ul style="list-style-type: none"> • good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications. • that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment. • improved pupil motivation and self-confidence, attendance and engagement with education; and • clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment. 	<p>5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £180,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Rigorous behaviour policy to improve standards and reduce low level disruption. Training and development of staff to deal positively with Adverse Childhood Experiences.</i></p>	<p>Behaviour interventions can have moderate impact for low cost (EEF 2020) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1,2,5</p>
<p><i>Attendance officer to monitor and work on improving attendance of all pupils and persistent absentees. £33,167 To embed the school attendance policy consistently whilst looking to follow the principles of good practice set out in DfE's Working together to Improve Attendance advice.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>4</p>
<p><i>The Personalised Learning Centre provision to support students across the following</i></p>	<p>Small Group Tuition - Moderate impact for low cost based on moderate evidence EEF 2020</p>	<p>3,4,5</p>

<p>areas – SEMH, barriers to learning, severe persistent absence, catch up</p> <p>Regulation room development, zones of regulation. (£7,605)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Non-teaching Behaviour & Welfare Lead and non-teaching DSL to add capacity to support all children's welfare and support issues that may be barriers to academic progress. (£83,796)</p>	<p>Social and emotional learning has a moderate impact for very low cost (EEF 2020)</p>	8
<p>Free School Meals SLA</p> <p>Free porridge is provided every break time to all students.</p> <p>Split lunches to enable all children to sit and socialise for the entire lunch period if they wish.</p> <p>Student voice will be used to support the healthy school's agenda and encourage students to use their FSM allocation wisely.</p>	<p>When children sit down to eat with friends and teachers in a civilised environment, it cements relationships, helps them to develop social skills and reinforces positive behaviour throughout the day. Lunch is an integral part of the Academy Day and should be one of the most enjoyable. We want children to leave school with an appreciation of good food, and the skills they need to feed themselves affordably and well.</p>	8
<p>Year Managers and wider Support Team - to create and maintain a supportive environment that encourages and stimulates learning. The emphasis on pastoral care is to remove barriers to learning to increase attainment.</p> <p>Use of ClassCharts £2555 to monitor behaviour to provide sanctions and rewards</p>	<p>Social and emotional learning has a moderate impact for very low cost (EEF 2020)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Behaviour interventions can have moderate impact for low cost (EEF 2020)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	4,5,8

<p>Provision of counselling services and external providers increased £53,444</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	5, 8
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<p><i>Bespoke careers provision programme provided to Pupil premium pupils which extends into KS5.</i></p> <p><i>Opportunities to inspire most able Pupil Premium pupils through visits</i></p>	<p>Meeting individual needs – NFER How are more effective schools supporting Disadvantaged pupils to succeed</p>	<p>1,3,6</p>
<p><i>Providing of the following essentials to students at either a reduced cost or free. Our most vulnerable will have these needs met and therefore not be at a disadvantage.</i></p> <ul style="list-style-type: none"> - <i>Uniform</i> - <i>Planners</i> - <i>Revision booklets</i> - <i>Stationary</i> - <i>Celebratory Lunch free for all</i> 	<p>Remove barrier to learning of uniform issues on attendance to school. DfE's <u>Improving School Attendance</u> suggests:</p> <p>'Model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively'</p>	<p>1,8</p>
<p><i>Contingency fund for acute issues</i></p>	<p>Based on our experience and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>8</p>

Total budgeted cost: £ **598,455**

Part B: Review of outcomes in the previous academic year (2023/24)

Pupil Premium strategy outcomes

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our PP pupils was -0.89. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 3.86. While this does not look favourable there are number of reasons, beyond our control, that have impacted on this figure.

Analysis of the data for the 44 (41 who were included in the measure) revealed the following:

- A third (36%) of this cohort achieved a significantly positive P8 score.
- The remaining 64% had significant barriers to learning ranging from attendance issues, anxiety, mental health concerns and issues with compliance and persistent breaches of our choices policy. The school provided extensive intervention packages for each of the students to support them during their time at Longfield and leading up to their examinations. 2 families chose to electively home educate their children in the March of the examination year, a further 2 failed to attend any exam.
- Removing the 4 pupils who sat no exams and had the greatest negative progress improves the PP progress 8 to **-0.59** from -0.89

- 32% of this cohort did not fulfil the full suite of 8 subjects. This was due to a need to reduce foci on some subjects to ensure that Maths and English performance was secured, often to accommodate additional tutoring in these areas.
- All students, regardless of PP status, were offered additional intervention in all subject areas regularly after school and during half term holidays to support them in filling the gaps in knowledge.

Removing the 10 students who had the highest negative progress for a multitude of complex reasons from the overall PP P8 calculation improves the P8 from -0.89 to **-0.25** for our pupil premium students. Below identifies some of the brief context of these 10 students.

- 4 of the PP students sat no exams due to their challenges with mental health and anxiety, despite extensive support from a several agencies and the school.
- 2 of the PP students were school refusers despite the package of support in place. 2 of the PP students moved to another school one of which returned later in year 11, both entered for 5 GCSE's.
- 1 pupil missed a lot of school for other circumstances and was entered for 4 GCSE's.
- 1 pupil attended an alternative provision and was entered for 3 GCSE's .
- There are 8 PP low attainment on entry who have a P8 of -0.59. When 2 LPA of the 10 pupils mentioned above are taken out the P8 is 0.0.
- There are 21 PP medium attainment on entry who have a P8 of -1.14. When 7 MPA of the 10 pupils mentioned above are taken out the P8 is -0.17.
- There are 12 PP high attainment on entry who have a P8 of -0.67. When 1 HPA of the 10 pupils mentioned above are taken out the P8 is -0.5.

High attaining pupils on entry have been a focus, but we are aware that we need to monitor these pupils more closely, identify need quickly and intervene extensively.

32% of pupil premium pupils achieved grade 5 or above in English and maths.

The Progress 8 score of our non-disadvantaged pupils was -0.3, and the Attainment 8 score was 4.5. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

Several strong individual performances were identified through the analysis of our pupil premium students. The progress and attainment of the school's disadvantaged pupils in 2023/24 continues to be an area for development as we continue to utilise all intervention and support available to the students. To work extensively with parents and families to remove as many barriers to their education success as possible, thus increasing their life chances.

Attendance did see some improvement in the PA figure for pupil premium students in comparison to last academic year. Attendance for PP was 88.34% against 88.97% last year. This was higher than their peers at 92.29%.

Attendance did see a slight decrease in the PA figure for pupil premium students in comparison to last academic year. Attendance for PP was 87.7% against 88.34% last year. This was lower than their non-PP peers which was 93.39%

Overall school attendance was 91.20%, this was higher than the national average of 90.80% and overall school PAs at 26.92% was lower than the national average.

PA figures for PP reduced from 49% to 41% and SPA figures for PP reduced from 5.91% to 4.9%. Therefore, we had impact on our most persistent absentee students. Attendance of our most vulnerable students continues to be a priority for this academic year.

We recognise that there is more work to be done to improve attendance for all pupils including those who are PP and to support this the Attendance team will be strengthened. The appointment of an Attendance Welfare officer will provide increased capacity to work towards improving attendance of all pupils and persistent absentees. This will enable the development of positive home and school working relationships and provide solutions to reduced and remove barriers for non-attendance.

Destination figures for 2024:

40/44 PP pupils are accessing full time education (93%) and 2 pupils are in apprenticeship (2%). 2 are not in education, employment or training (4%). All Y11 pupil premium pupils had a careers discussion although one refused any further support after the initial discussion.

All pupil premium pupils in Y9 and Y10 had a careers interview slot allocated In Y9 67 out of 72 were seen (93%). In Y10 24 out of 37 were seen (65%). All pupils who didn't have a face-to-face careers discussion in Y10 have been seen in Y11.

The number of suspensions issued to Pupil Premium students has increased 23/24:

- 54.5% of students issued with a suspension in 2023/24 were PP students.
- We are seeing an increased amount of defiance and persistently disruptive behaviour from disadvantaged students, and we are working closely with all agencies to support the students and to limit the impact of their increasing barriers to education.
- We have worked closely with the Local Authority to prevent suspensions and permanent exclusions, particularly with our Looked After Children. Unfortunately, the local authority has limited alternative provision to support those children effectively and too often we are left with no alternative than to exclude.

We provided an extensive amount of intervention for our disadvantaged pupils, but we recognise that more work is to be done. Suspensions globally have reduced significantly over the academic year. We have continued to increase our budget for alternative education this year and will explore how we can better support our students to remove all barriers to their learning.

106 pupil premium students accessed internal or external emotional support. This is 37.19% of the PP cohort.

Internal and external quality assurance has evidenced that QFT is improving across the academy and the introduction of Brain Based Learning from September 2024 will continue to embed the wave 1 approach of quality first teaching.

The impact of the literacy reading intervention wave 1, 2 and 3 on the pupil premium students has significantly improved over the academic year: Average Reading Age Overview:

Indicator	Autumn Reading age	No. of students	Spring Reading age	No. Of students	Spring 2 Reading age	No. of students
Year 7 PP	10.6	55	11.2	56	11.5	57
Year 8 PP	11.7	63	12.1	64	12.3	64
Year 9 PP	11.7	65	12.4	67	12.6	69

Extracurricular activities that complement and enhances the departmental curriculum continues to be strength with 70% of the PP cohort attending the provision outside of the timetable offer. This allows students to develop their cultural capital with a wide range of experiences on offer for them. This is further supported by the number of PP students achieving three or more pledges at 86% of them securing this reward that contributes to the wider development of all our students.

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	GL Education
Fresh Start	Ruth Miskin
WRAT5	Pearson
WIAT3 – reading speed & comprehension	Pearson
DASH - handwriting	Pearson
FFT	FFT
SISRA analytics	Juniper
Literacy online	Edukey
Lucid and Lucid Exact	GL Education
Numecon	TTS Group
Sparks Maths	Sparks
IDL	IDLS Group
Start - Careers	Tees Valley Careers hub
Inspire/ Listening Post	Darlington Areas Youth Church Ministries
Counselling	Mind
SMID	PRODEO LTD

Service pupil premium funding (optional)

We have eight service pupils in the academy in 2023/24.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.