

Pupil premium strategy statement: Lydiard Park Academy

| 1. Summary information | | | | | |
|--------------------------------------|----------------------|---|----------|---|-----------|
| School | Lydiard Park Academy | | | | |
| Academic Years | Sept 17 to Jul 18 | Total PP budget | £244,035 | Date of most recent PP Review | July 2017 |
| Total number of pupils Y7-Y11 | 1015 | Number of pupils eligible for PP | 261 | Date for next internal review of this strategy | Sept 2018 |

| 2. Current attainment | 2016 results | | 2017 results**(amended cohort, 40 pupils) | |
|---|---|--|---|--|
| | <i>Baseline: Pupils eligible for PP (your school) (results summer 2016)</i> | <i>Baseline: Pupils not eligible for PP (national average) (results summer 2016)</i> | <i>Summer 2017 Pupils eligible for PP (your school)</i> | <i>Summer 2017 Pupils not eligible for PP (national average)</i> |
| % achieving Basics | 44% | 69% | 43%** | |
| Progress 8 score average English/Mathematics | -0.21/-0.18 | +0.09/+0.11 | -0.32/0.00** | |
| Progress 8 score average | -0.04 | +0.12 | -0.14** | |
| Attainment 8 score average | 43.09 | 52.56 | 37.53** | |

** note - 2017 result cannot be compared directly to 2016 because of changes in GCSE points equivalences and E&M 9-1 introduced

3. Barriers to future attainment (for pupils eligible for PP including high ability)

| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
|---|---|
| i | Coping better with the demands of the new GCSEs - boys in English, girls in maths |
| ii | Weak or negative attitudes to learning and low aspirations |
| iii | Weaknesses in core skills, especially literacy |
| iv | Ensuring equal access to resources |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| v | Higher than normal absence and persistent absence, due to lack of engagement |

| 4. Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| | Strategies are implemented that will allow PP pupils to cope better with the increased demands of new GCSE courses. | PP boys results in English improve (from -0.6 to at least -0.3), PP girls results in maths improve (from -0.3 to 0.0) |
| | Improved engagement of PP pupils in lessons, destinations commensurate with 'real' ability Successful alternative provision where school placements are in danger of breaking down completely | Increased use of rewards and fewer consequences for PP pupils, increasing progression rate from PP pupils into Sixth Form (from 16% to 21%), more enhanced opportunities for PP high ability pupils. Successful alternative provision for the few that need it to stay in education. |
| | Literacy/numeracy skills of weaker PP pupils catch up during KS3 | Gaps close between PP and non-PP pupils between entry and Year 9 |
| | PP pupils are supported by the school to compensate for additional resources and support non-PP might have | PP pupils are supported in terms of physical resources (uniform, revision guides, trips etc) and in terms of encouragement and mentoring |
| | Persistent absence by PP pupils drops by 1/3, improved average attendance from PP cohort | Reduced in-school gaps compared to non-PP pupils |

| 5. Planned expenditure | |
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| Academic year | 2017/18 |
| The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | |

i. Strategies are implemented that will allow PP pupils to cope better with the increased demands of new GCSE courses

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|--|---|------------|--------------------------------------|
| PP results of boys in GCSE English improve | Specific interventions delivered during additional timetabled lesson | Small group work and individual tuition allows for greater input (diagnosis, therapy, testing) to improve skills core to success in the new 9-1 exams | The school will employ experienced and successful staff as tutors. We have employed further maths and English tutor time (an extra 4 hrs per subject) to develop 1:1 and small group work in KS3 For looked after and pp pupils. The use of these tutors in Ks4 have shown an improvement in attainment. | | September 2018 £16,000 |
| PP results of girls in GCSE maths improve | Specific interventions delivered during additional timetabled lesson | Small group work and individual tuition allows for greater input (diagnosis, therapy, testing) to improve skills core to success in the new 9-1 exams | The school will employ experienced and successful staff as tutors. We have employed further maths and English tutor time (an extra 4 hrs per subject) to develop 1:1 and small group work in KS3 For looked after and pp pupils. The use of these tutors in Ks4 have shown an improvement in attainment. | | September 2018 £16,000 |
| PP pupils' results improve in maths, English and Geography | To use SAM learning to target PP pupils in maths, English and geography. | This is a fourteen week intervention which has been used very successfully (pupils have improved by a grade) in number of other schools. Some of these pupils will reduce their GCSE's (Philosophy and ethics) to allow targeted time on SAM learning. | We have appointed three SAM learning intervention co-ordinators who have selected a group of underperforming PP pupils in year 11 within the subjects listed above. Pupils have extra intervention work planned to meet their specific needs twice a week and then an assessment which they complete until they have achieved the required standard. Pupils are given individual feedback and the work is linked to rewards for the effort. | | September 2018 £8,000 |
| Total budgeted cost | | | | | £40,000 |

ii. Improved engagement of PP pupils in lessons, destinations commensurate with 'real' ability. Successful alternative provision where school placements are in danger of breaking down completely

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| To develop growth mindset amongst PP pupils | Staff training will develop rewards for effort rather than attainment and build confidence of PP pupils to try and not to fear failure. Through the use of the pupil perceptions survey (not previously used at LPA) we will identify pupils who are 'unhappy' at school and use our PP mentors to work with these pupils to break through barriers to learning. | | We will use a mindset questionnaire for a group of pp Pupils at the start of the academic year and then provide the staff and pupil training | | September 2018 £1000 |
| Increasing progression rate from PP pupils into Sixth Form, more enhanced opportunities for PP high ability pupils. | PP pupils will be given individual input during mentoring sessions to ensure suitable progression routes Villiers Park to work with high ability PP pupils | Mentoring will improve the CIAG provision for pupils with potentially less input from home Scholars Programme is an established, effective route to raise aspirations of able PP students | Undertaken by SLT Staff member appointed as VP coordinator | SLT TY | September 2018 (Cost reflected in section iv below) £3,000 |
| Successful alternative provision for the few that need it to stay in education. | Purchase place(s) at Oakfield or Swindon College for a small number of pupils | Pupils at risk of p/ex are sustained in full time education in provision with a track record of good outcomes | Overseen by SLT member | GD | September 2018 £28,000 |
| Total budgeted cost | | | | | £32,000 |

iii. Literacy/numeracy skills of weaker PP pupils catch up during KS3

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Gaps close between PP and non-PP pupils between entry and Year 9 | LITERACY: Literacy classes will be timetabled for pupil who would benefit more from these than continuing with an MFL | Previous success in supporting improved rates of progress this way | Delivered by specialist staff | | September 2018 |
| | Individual intervention for nominated PP pupils. Use of LUCID testing to identify groups of learners that have below expected levels of literacy within KS3 and develop further strategies to raise these skills before they reach KS4. | Support via Distar, small group work , in class support for PP pupils who are SEN but not eligible for additional funding | | | £30,000 |
| | Additional curriculum group timetables to create potential for smaller classes and better differentiation | Smaller groups will allow for more individual attention and greater personalised feedback | | | £42,000 |
| | | | | | £18,000 |
| | Individual intervention for nominated PP pupils | Individual or small group tuition will allow pupils to overcome their specific barriers to understanding and become more successful and motivated | | | £9,000 |
| | NUMERACY: Additional curriculum group timetables to create potential for smaller classes and better differentiation | Smaller groups will allow for more individual attention and greater personalised feedback | | | £18,000 |
| Total budgeted cost | | | | | £127,000 |

iii. iv. PP pupils are supported by the school to compensate for additional resources and support non-PP might have

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|--|-------------------------------------|--|
| PP pupils are supported in terms of encouragement and mentoring P10 group identified (lowest 10 pupils for progress in each year group) | Year 11 pupils are mentored by SLT PP mentors led by the Vice Principal for teaching and learning. Strategies linked to individual pupils and a focus on feedback and encouragement within classes. | This worked well as a whole school strategy in the past, (until reduced real terms funding meant it had to cease). Will now be brought back for PP pupils. A strategy used within a number of PIXL schools. | Undertaken by SLT P10 Will be a group identified in each year group, it will be published on mintclass and evaluated during work scrutinies and earning walks / observations. | SLT S Hesten – VicePrincipal | September 2018 £12,000 Easter 2018. |
| PP pupils are supported with the equipment and resources they need to be successful | Continue current arrangements for providing uniform (blazers), revision guides, financial help with curriculum trips Targeted mental health provision purchased Youth Engagement Worker to support PP pupils at risk of disengaging | Equality of access for PP pupils Support is needed for PP pupils who either experience mental health issues or have a parent battling this, to ensure they are ready to learn Ensuring pupils do not fall into negative behaviours out of school that can cause them to disengage with learning | Overseen by SLT Overseen by SLT Overseen by SLT | HE HE HE | September 2018 £9,000 £3,000 £3,000 |
| Total budgeted cost | | | | | £27,000 |
| iv. v. Persistent absence by PP pupils drops by 1/3, improved average attendance from PP cohort | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| Reduced in-school gaps compared to non-PP pupils | Employ a Pastoral Support Worker to work closely with PP families, resulting in better home-school communication and mutual support | Better liaison with home will result in better partnership between parents and school, fostering higher engagement and attendance. | Pastoral Support Worker line managed by SLT member | GD/HE | September 2018 £18,000 |
| Total budgeted cost | | | | | £18,000 |

Total planned expenditure = £244,000 = 100% of Pupil Premium Funding

Year 7 Catch up funding

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|----------------------------|---|--|---|-------------------|---|
| Gap closes with peers | Increase number of Year 7 E&M teaching groups | Smaller class sizes will allow for greater individual instruction and feedback | Staff with successful experience with this type of class will be timetabled | HE | September 2018 £16,000 |
| Total budgeted cost | | | | | £16,000 |

Review

This review section will be completed in September 2018.

6. Review of expenditure (September 2018)

| Previous Academic Year | | | | |
|-------------------------------|-------------------------------|---|---|-------------|
| | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| | | | | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.