

Lightcliffe Academy Pupil Premium Strategy Statement 2019-2020 and 2018-2019 Impact Statement

School overview

Metric	Data
School name	Lightcliffe Academy
Pupils in school	1179
Proportion of disadvantaged pupils	24.9%
Pupil premium allocation this academic year	£267,000
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	January 2020
Review date	September 2020
Statement authorised by	Jackie Nellis
Pupil premium lead	Lauren Harwood
Governor lead	Amanda Bennett

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.98
Ebacc entry	6.3%
Attainment 8	33.5
Percentage of Grade 5+ in English and maths	15.6%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 22
Attainment 8	Achieve national average for attainment for all pupils	Sept 22
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 22
Other	Improve attendance to national average	Sept 22

Teaching priorities for current academic year

Measure	Activity
Priority 1	Improve quality first teaching across the academy by embedding the T&L model
Priority 2	Embed the literacy strategy across the school, with a particular focus on vocabulary and disciplinary literacy.
Priority 2	Embed high quality KS3 curriculum across all subjects.
Barriers to learning these priorities address	Evidence shows that high quality T&L as a higher impact on disadvantaged pupils than non-disadvantaged pupils.
Projected spending	£35,900

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy Interventions across KS3 for low attaining, disadvantaged students.
Priority 2	Financial support for all subjects, e.g. <ul style="list-style-type: none"> - food & art (accessibility support) - general learning resources, e.g. revision guides
Priority 3	Coaching and mentoring of pupils to enable them to access the most appropriate curriculum
Barriers to learning these priorities address	Students with low literacy and numeracy skills and lack of access to the curriculum are less likely to make good progress.
Projected spending	£91.300

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed a new attendance strategy to reduce PA and increase attendance of disadvantaged students.
Priority 2	Improve behaviour and ensure a reduction in FTE.
Priority 3	Embed the new nurture provision to reduce barriers to learning and support vulnerable disadvantaged student.
Priority 4	Improve culture capital opportunities, including increased access to careers education.

Barriers to learning these priorities address	If students are not in school and in lessons it has a significantly negative impact on progress. Evidence suggests that cultural capital increases life chances.
Projected spending	£136,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to staff CPD and QA processes to assist with staff development	Use of INSET days and twilight sessions, including departmental time, to bespoke CPD.
Targeted support	Ensuring that the correct pupils are targeted and progress evaluated regularly and that there is sufficient capacity to deliver these interventions.	Working with literacy leads to ensure the most appropriate interventions are in place for each student and that their progress is closely monitored and evaluated.
Wider strategies	Engaging the students and families facing most challenges.	Working closely with pastoral leads, the LA and other local schools on providing tailored support plans and interventions.

Review: last year's aims and outcomes

Aim	Outcome
Improved attendance rates for Pupil Premium students.	Persistent Absence rates improved. PP PA reduced from 35% to 29.68%. FSM PA reduced from 39.6% to 33.69%
Provide pupils with cultural and educational experiences that they would not otherwise be exposed to.	Pupils given access to some funding for the French trip, music lessons, and curriculum resources. All PP students attended the careers fair and were also provided with careers appointments at KS4 and careers workshops at KS3. 90% of invited pupils attended the summer school. 100% of those attended felt that it has increased their confidence and enabled them to make new friends.
Improve literacy and numeracy skills for low achieving disadvantaged pupils to narrow the gap and improve progress.	LITERACY: LRC has intervened with 227 and counting of Pupil Premium students. This includes; Grow, Literacy intervention groups for Y7-10, GROW at KS3, Worth it Project, Trips and workshops and ongoing research with Open University for Reading for Pleasure and with the Institute of Education for all things Literacy. On average, this year's cohort have progressed 4 months above

	<p>expected Reading Age progression, whilst averaging 18 months of difference across spelling, reading and comprehension.</p> <p>NUMERACY: From the latest internal assessments, 100% of targeted pupils are “working Towards” their challenge target. 40% have either met or exceeded their challenge target. No pupils are classed as underperforming.</p>
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