

Lightcliffe Academy

Pupil Premium Strategy Statement

2021-22



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lightcliffe Academy
Number of pupils in school	1053
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Roz Wood-Ives
Pupil premium lead	Lauren Conlon
Governor / Trustee lead	Amanda Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,930
Recovery premium funding allocation this academic year	£29,767.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£246,925

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background make good progress across the curriculum and leave Lightcliffe Academy with the attainment and skills that they need to be successful at Post 16 and beyond.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Through research, this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment and progress will be sustained and improved alongside the attainments and progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To improve outcomes and to ensure they are effective we will:

- Ensure disadvantaged pupils receive quality first teaching in all lessons through use of the LIGHTR model.
- Improve oracy and reading skills across the curriculum and ensuring support is in place for the bottom 20% of readers.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes; identify barriers and strategies to overcome these through SSIPs; and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Improvement in Quality First Teaching.</p> <p>Internal QA data indicates that not all teaching and learning is yet securely good and that some students continue to display below expected attitudes to learning.</p> <p>Previous (validated) and current (invalidated) data has shown that outcomes for disadvantaged pupils are lower than that of non-disadvantaged pupils, with an average P8 gap of 0.5.</p> <p>Ensuring Quality First Teaching with a specific focus on: sequencing of and high levels of challenge within the curriculum; compliance with LIGHTR model and use of SSIP's to identify and address pupil's barriers to learning.</p>
2	<p>Improvement in the bottom 20% of readers.</p> <p>Internal data, gathered from STAR reading tests indicated that disadvantaged pupils in KS3 are approximately 10 months behind that of their peers.</p> <p>On average, 17% of the pupils that fall into the bottom 20% of readers are disadvantaged pupils.</p> <p>Assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p>
3	<p>Become an oracy rich school</p> <p>National studies and Voice 21 research studies have shown that on entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. Without intervention, these gaps grow, as pupils with the strongest language skills make the most progress in all areas of the school curriculum. Oracy helps to narrow gaps, enabling disadvantaged students to fulfill their potential.</p> <p>Our own observations and discussions with pupils and families suggest that our disadvantaged students have less developed spoken language than that of their peers.</p>
4	<p>Improving outcomes for disadvantaged pupils, in line with non-disadvantaged pupils.</p> <p>Previous (validated) and current (un-validated) data has shown that outcomes for disadvantaged pupils at KS4 are lower than that of non-disadvantaged pupils, with an average P8 gap of 0.5 over the last three years.</p> <p>Our assessments, observations and discussions with pupils and families, especially those students in KS4, have suggested that the education of many of our disadvantaged students has been impacted by full and partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps, resulting in pupils falling further behind age related expectations. This is backed up by several national studies.</p>
5	<p>Improving attendance of disadvantaged pupils.</p> <p>Our attendance data over the last 4 years has indicated that attendance amongst disadvantaged pupils has been 4 – 5% lower than for non-disadvantaged pupils.</p> <p>Our attendance data over the last 4 years has indicated that persistent absence amongst disadvantaged pupils has been around 14% higher than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Reducing FTE and internal inclusion of disadvantaged pupils.</p> <p>10% of disadvantaged pupils have received a FTE compared to 4% of their peers during 2020/21.</p> <p>Our observations suggest many disadvantaged pupils lack self-regulation strategies to help regulate their behaviour, particularly in social times.</p> <p>Our assessments and observations indicate that behaviour is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Improving the well-being of disadvantaged pupils, including the attendance at extra-curricular activities.</p> <p>During the pandemic, teacher referrals for support markedly increased. In 2020/21 28% of causes for concern around mental wellbeing were for disadvantaged students. 110 pupils (34 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>

	Our assessments, student voice, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
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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
Improved quality first teaching and curriculum throughout the academy.	<p>By the end of 2021/22, our QA data will demonstrate:</p> <ul style="list-style-type: none"> • All subject leaders continue to effectively articulate curriculum intent and can justify any planned changes for 2022-23. • The planned curriculum is being implemented effectively in at least 80% of lessons visited – evaluated Half Termly. • The A zone is being utilised effectively in at least 80% of lessons visited – evaluated Half Termly. • Strategic seating plans and pupil passports are effectively utilised in at least 70% of lesson visited – evaluated Half Termly. • At least 80% of students can articulate their learning journey – evaluated Half Termly. • Climate checks will demonstrate 100% compliance with LIGHTR model – evaluated Half Termly.
Improved reading and comprehension among disadvantaged KS3 students.	<ul style="list-style-type: none"> • Interventions are in place each academic year for disadvantaged students who fall into the bottom 20% of readers. • STAR reader demonstrates an average improvement of 6 months in the bottom 20% of readers each academic year – evaluated at beginning and end of year. • QA of DEAL curriculum demonstrates at least 95% effective implementation – evaluated Half Termly. • QA of Forensic Reading demonstrates at least 95% effective implementation – evaluated Half Termly. • Student voice demonstrates an increase in students’ love of reading – evaluated Half Termly.
Improved oracy among all students, particularly disadvantaged students.	<p>By the end of 2021/22:</p> <ul style="list-style-type: none"> • 80% of lesson observations evidence effective use of oracy strategies/ formality scale – evaluated Half Termly. • 80% of learning evidenced in books show the effective use of oracy strategies in line with curriculum plans – evaluated Half Termly. • 80% of students can articulate the impact of the curriculum on their acquisition of tier 2/ 3 language – evaluated Half Termly.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>Each academic year:</p> <ul style="list-style-type: none"> • PTPs for disadvantaged pupils demonstrates an improvement when compared to the same period in 2020-21.

	<ul style="list-style-type: none"> Standards review and RAM meetings have taken place for each year group with specific actions for disadvantaged pupils being written into subject action plans. Students at risk of NEET identified and additional support in place. <p>By the end of 2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> An average P8 score of 0.0
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Each academic year:</p> <ul style="list-style-type: none"> Attendance data for disadvantaged pupils shows an improvement when compared to the same period in previous year, and is in line with national – evaluated Half Termly. Persistent absence of disadvantaged pupils shows an improvement when compared to the same period in previous year, and is in line with national – evaluated Half Termly.
To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	<p>Each academic year:</p> <ul style="list-style-type: none"> Weekly reporting shows a reduction in metrics when compared to the same period in previous years. There is a reduction in escalation (3-4, 4-5) when compared to in previous years. Subject reviews demonstrate 100% of teachers use the system consistently in lessons – evaluated Half Termly. Behaviour outside the classroom continues to improve. Inclusion and exclusion data for disadvantaged pupils for shows an improvement when compared to the same period in the previous academic years and against national data – evaluated Half Termly. FTEs of disadvantaged pupils is at least in line with national figures – evaluated Half Termly.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2022/23, demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from student voice, parent voice and teacher observations Students receive support in school where mental health issues are identified or appropriate referrals are made. Full enrichment programme in place and attendance monitored.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,285.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Making use of effective CPD to improve Quality First Teaching.</p> <p>We will fund professional development and coaching focused on these areas.</p>	<p>EEF- Effective PD (October 2021)</p> <p>EEF Embedding Formative Assessment studies.</p> <p>Huh: Curriculum Conversations: Myatt and Tomsett</p> <p>Alastair Smith accelerated learning Research.</p> <p>Rosenshine: Walk Throughs</p>	1
<p>Purchase of standardised diagnostic assessments (CAT, reading cloud, STAR).</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>EEF – Standardised tests and assessing and monitoring pupil progress.</p>	1, 2, 4
<p>Improving oracy and developing effective oracy strategies through Voice 21 and effective CPD.</p> <p>We will fund professional development and coaching focused on these areas.</p>	<p>State of Speaking in our Schools</p> <p>Dialogue and Developing Children’s Thinking: Neil Mercer</p> <p>Working In partnership with Voice 21 (research led organisation)</p> <p>EEF Project: Speak for Literacy (above 3 months additional progress)</p> <p>EEF Effective PD Report October 21</p> <p>Fear is the Mind Killer- Mannion and McCallister</p> <p>EEF proven oracy interventions (as much as 6 months additional progress across a year)</p>	3, 4
<p>Engaging with school led tutoring to focus on closing gaps from KS2 for lowest attaining KS3 students.</p>	<p>EEF One-to-One tuition (+5 months additional progress)</p> <p>EEF Small group tuition (+4 months additional progress)</p> <p>EEF Teacher Feedback to Improve Pupil Learning</p>	2, 3, 4

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

Budgeted cost: £121,153.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopt a targeted programme for reading interventions. Training will be provided for staff to ensure assessments are interpreted correctly.	EEF Guidance Report. July 2018 – improving literacy in secondary schools EEF Secondary Literacy Vignettes	1, 2, 4
Engaging with the national tutoring programme to provide a blend of tuition and school led tutoring for pupils whose education has been most impacted by the pandemic.	EEF One-to-One tuition (+5 months additional progress) EEF Small group tuition (+4 months additional progress) EEF Teacher Feedback to Improve Pupil Learning	1, 2, 3, 4
Engaging with subject specific support – revision guides and subject specific equipment (calculators, art and food materials) for pupils whose education has been most impacted by the pandemic.	EEF One-to-One tuition (+5 months additional progress) EEF Small group tuition (+4 months additional progress)	2, 3, 4
Facilitating participation and attendance in academic Trips to improve outcomes and build cultural capital.	EEF - Learning About Culture: Overarching Evaluators' Report	4, 7
Embedding the use of the careers service to ensure we have no disadvantaged students identified as NEET.	EEF – Careers Education	4, 5, 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,485.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategies are implemented and embedded to improve	DfE – Improving School Attendance	4, 5, 7

attendance across the academy, particularly that of disadvantaged pupils.	EEF - Working with Parents to Support Children's Learning	
Behaviour support systems are implemented and embedded to improve behaviour and reduce FTE's across the academy, particularly for disadvantaged pupils. Including staff CPD on managing and deescalating student behaviour.	EEF – improving Behaviour in Schools	4, 5, 6, 7
Pastoral and Mental Health / Wellbeing support systems in place and embedded, including the use of nurture and in school mental health support programmes as delivered by external agencies.	EIF – Adolescent Mental Health.	4, 5, 6, 7
Student financial help – contingency fund for acute issues.	Based on our experiences we have identified a need to set some funding aside to respond quickly to student financial needs, to remove barriers that prevent pupils for coming to school or accessing the curriculum.	7

Total budgeted cost: £263,925

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Reading / Literacy Strategies 2020/21:

A range of different literacy interventions were put in place depending on need, including:
GROW with Y7 (2 x 4 PP students) and Y8 (12 PP students);
Literacy Intervention Y7 (12 PP students); Y8 (9 PP students)
Accelerated Reader with Y9 cohort of 40 students;
Book Club & Reading Club – Y7 18 PP pupils, 33 pupils in total.

Year 7 Overview: 36 pupils accessing literacy intervention. 18 / 33 PP students are or have accessed interventions.

STAR Reader:

Y7 data from STAR reader for Y7 PP students between end of October 2020 and end of June 2021 – 16 students showed, on average, 6 months of progress based on reading age.

Y9 data of the PP students who accessed the Accelerated Reader programme between the end of April 2021 and July 2021 showed 6 months progress based on reading age.

GROW:

Y7 data from GROW interventions show that non-disadvantaged pupils made on average +12 months of progress throughout the academic year 2020-21, whereas their disadvantaged peers made on average +16 months progress.

In each individual area, progress is shown as follows:

Reading age – Non-disadvantaged +11.1 months; disadvantaged + 11.3 months
Comprehension age – Non-disadvantaged +11.8 months; disadvantaged +12.2 months
Word reading and spelling – Non-disadvantaged +15 months ; disadvantaged +14 months

Y11 Art Case Study:

PP SPI: 0.73 (20 pupils).

Pupil A – Educated by Medical Needs Team, however, came into school for 1-2-1 support during lockdown and achieved a grade 7.

Pupil B – with bespoke support and assistance with materials achieved a grade 9.

Y11 TLC Tutoring Case Study:

26 out of 30 students were PP. 4 out of 30 students faced significant additional adversity due to COVID.

Pupil A – school refused for a significant period due to anxiety. Engaged with TLC to gain a grade 7 in Maths.

Pupil C & Pupil C – Both school refusers but engaged with TLC to gained a grade 4 in Maths.

LP – Helped her to achieve a grade 4 whilst self-isolating for long periods.

Behaviour Case Study:

Due to the disruption caused by the pandemic in 2020 – 21 it is difficult to identify whole cohort / school impact, however, some significant case studies have been identified below.

Achievement Directors worked on co-ordinating intervention cohorts with a focus on PP and working with individual PP students to remove barriers to learning.

In addition, there was a focus on parental engagement to improve engagement of PP students.

Welfare checks during lockdowns focused on vulnerable PP students.

Mentoring Case Study (as above):

4 x Y11 PP students – Intervention and behaviour strategies allowed students at risk of fixed term exclusions to achieve well in summer outcomes and avoid FTE's.

Attendance Case Study:

Due to the disruption caused by the pandemic in 2020 – 21 it is difficult to identify whole cohort / school impact, however, some significant case studies have been identified below.

Focus on 1-2-1 support with PP/FSM PA Pupils (in line with Tier Model):

Students on report to improve attendance

Engagement with parents

Home Visits

Pupil A (Y10) - WBR Boy, PP, SEND: 42% Oct HT, 55% Christmas, 69% June 21

Pupil B (Y10) - WBR Boy, PP, SEND: 86% Oct HT, 91% Christmas, 95% June 21

Pupil C (Y10) - EAL, Girl: 10% Oct HT, 40% Christmas, 65% June 21

Nurture:

Nurture support in place to support pupils with a wide range of emotional / wellbeing issues. These have been particularly heightened by COVID. Bespoke workshops are run on a timetabled basis with individual / groups of students.

Y7 – accessed by 15 PP students

Y8 – accessed by 13 PP students

Y9 – accessed by 14 PP students

Y10 – accessed by 3 PP students

Y11 – accessed by 4 PP students

Worth-It:

Worth-It Sessions run to promote positive mental wellbeing and to help students to develop coping mechanisms. Students are trained to become worth-it ambassadors for younger pupils.

Y7 – accessed by 15 PP students

Y8 – accessed by 13 PP students

Y9 – accessed by 9 PP students

Y10 – accessed by 2 PP students

Y11 – accessed by 4 PP students

A number of staff have also been trained as Mental Health First Aiders.

We also have an Education Mental Health Practitioner working alongside students in school.

As a result of the provisions that have been put in place, as identified above, both student and parental voice has been extremely positive. Pupils have said that as a result of the nurture and / or worth-it provision they have been able to cope with the added demands of the pandemic both socially and academically. Pupils who were struggling to access full time education following lockdown are now back in lessons on a full-time basis following the support they have been given in school.

Parents have also provided extremely positive feedback about the positive impact the above interventions and support have had on their child's wellbeing.

Careers Service:

Go Higher West Yorkshire – x 30 Y10 Students. Aim is to raise pupil aspirations Students attended higher education workshop, followed by 1 hour careers meeting. Students identified through PTP data. Survey at beginning and end which indicated that students felt better informed about making informed choice Post 16 and Post 18 and that they were more likely to consider going to university at the end of the programme.

All Y11 PP students were prioritised for appointments – these continued during lockdown via remote sessions. Support still being given to Y11 PP students who have not finalised plans for next year. Y11 2020/21 - 5 NEET students out of 245 (2%). 2% of PP are NEET but that is only 1 student out of 4 students.

Outcomes:

All students, across all year groups, who did not have access to IT equipment during the pandemic were provided with this so that they could continue with their education remotely during both lockdown and self-isolation.

Whilst 2021 data has not been reported, there are indications that PP outcomes are improving year on year. Whilst there is a stable gap between PP and non-PP students, P8 for PP students are steadily improving:

2017: P8 All: -0.23, P8 PP: -0.7

2018: P8 All: -0.42, P8 PP: -0.7

2019: P8 All: -0.42, P8 PP: -1.0

2020: P8 All: -0.23, P8 PP: -0.7

2021: P8 All: 0.36, P8 PP:-0.2

Trust Wide End of Year KS3 Assessments:

Year 8:

Performance in English was strong with 71% of all pupils making good or better progress based on their starting points. The percentage of students making good or better progress in all other subjects are in line with each other; however, significantly lower than English. The percentage of disadvantaged pupils making good or better progress in each subject area is in line or better than that of non-disadvantaged pupils, with the exception of maths where disadvantaged pupils are performing just below that of non-disadvantaged pupils.

Year 7:

Performance in maths, history and science was good and comparable in terms of the percentage of pupils making good or better progress. The percentage of disadvantaged pupils making good or better progress is outperforming non-disadvantaged pupils in English, maths, geography and science. In history, disadvantaged pupils are slightly below non-disadvantaged pupils. The percentage of disadvantaged pupils achieving trust standard 7-9 is higher than the trust average, which is extremely positive and could be a source of sharing good practice with other subject areas.

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
NTP (English and Maths)	TLC

