

# Pupil premium strategy statement: Louth Academy

1. Summary information					
School	Louth Academy				
Academic Year	2020/21	Total PP budget	£301015	Date of most recent PP Review	Sept 2020
Total Number of Pupils	826	Number of pupils eligible for PP	342	Date for next internal review of this strategy	Sept 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (from 2019/20)	Not available	Not available
Attainment 8 score average (from 2019/20)	Not available	Not available
% achieving 9-4 incl. EM (2019/20)	Not available	Not available
% achieving 9-5 incl. EM (2019/20)	Not available	Not available

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Historically, Pupil Premium students' progress in English is below national levels
<b>B.</b>	Historically, Pupil Premium students' progress in maths is below national levels
<b>C.</b>	Lower literacy levels of Pupil Premium students on entry may prevent them making good progress across the KS3 curriculum and in the new GCSE curricula.
<b>D.</b>	Low aspirations of students make them vulnerable to underachievement.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance rates for Pupil Premium students are below Academy figures for non-Pupil Premium students. This can have a serious impact on progress and outcomes.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Levels of academic progress in English for Pupil Premium students to be in line with non-PP.	Close the gap between the English scores of pupils that are Pupil Premium with the scores of non-Pupil Premium nationally.
<b>B.</b>	Levels of academic progress in maths for Pupil Premium students to be in line with non-PP.	Close the gap between the maths scores of pupils that are Pupil Premium with the scores of non-Pupil Premium nationally
<b>C.</b>	Improve literacy skills for Pupil Premium students in Year 7 to enable better access to the curriculum.	80% Pupil Premium students in Y7 to make expected progress in English. All Pupil Premium students have a reading age of at least 9.6 to enable access to the curriculum.
<b>D.</b>	Raise aspirations of Pupil Premium students to ensure better motivation towards their studies.	Pupil premium students will have an understanding regarding their targeted outcomes and a clear idea for Post-16 and therefore an improved motivation to study.
<b>E.</b>	Raise Pupil Premium attendance to national average for all students.	The gap between attendance percentages for Pupil Premium students and non-Pupil Premium students should narrow.

5. Planned expenditure						
Academic year		2020/21				
The three 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. Quality of teaching for all						
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?	
A.	Levels of academic progress in English for Pupil Premium students to be in line with national.	<ul style="list-style-type: none"> <li>• Holiday revision sessions.</li> <li>• Saturday revision sessions.</li> <li>• Additional intervention in rearranged curriculum time.</li> <li>• Intervention VP to work with Curriculum Leader to identify students for intervention.</li> <li>• Intervention TA to work with key English teachers.</li> <li>• Intervention TA to be supported by Curriculum Leader for English.</li> <li>• Online learning provision to provide blended learning.</li> <li>• Revision programme.</li> <li>• Mentoring of Pupil Premium students.</li> <li>• Senior staff act as mentors</li> </ul>	<p>Pupil Premium students' progress in English is below national levels. Poor teaching at the predecessor schools has impacted on progress in Key Stage 3 and needs to be compensated for.</p> <p>Time lost due to Covid 19 needs to be compensated for.</p> <p>Intervention needs to be structured, targeted and effective.</p> <p>Students may not revise well if a structured programme is not in place.</p> <p>Mentoring helps individual students be motivated to achieve their potential.</p>	<p>Ensure all elements in the action/approach column are implemented and their effectiveness reviewed.</p> <p>Tracking of progress in all year groups to ensure early intervention is possible.</p> <p>Curriculum Leader for English to have regular line manager meetings and Governor Review meetings to evaluate progress.</p>	PCD ARB	Following each Progress Point a review will be submitted to the Local Governing Body and this plan updated where necessary.

<p><b>B.</b></p>	<p>Levels of academic progress in maths for Pupil Premium students to be in line with national.</p>	<ul style="list-style-type: none"> <li>• Intervention at registration.</li> <li>• Holiday revision sessions.</li> <li>• Saturday revision sessions.</li> <li>• Additional intervention in rearranged curriculum time.</li> <li>• Intervention VP to work with Curriculum Leader to identify students for intervention.</li> <li>• Intervention TA to work with key maths teachers.</li> <li>• Intervention TA to be supported by Curriculum Leader for maths.</li> <li>• Online learning provision to provide blended learning.</li> <li>• Revision programme.</li> <li>• Mentoring of Pupil Premium students.</li> <li>• Senior staff act as mentors for identified Pupil Premium students.</li> </ul>	<p>Pupil Premium students' progress in maths is below national levels. Poor teaching at the predecessor schools has impacted on progress in Key Stage 3 and needs to be compensated for. Time lost due to Covid 19 needs to be compensated for. Intervention needs to be structured, targeted and effective. Students may not revise well if a structured programme is not in place. Mentoring helps individual students be motivated to achieve their potential.</p>	<p>Ensure all elements in the action/approach column are implemented and their effectiveness reviewed. Tracking of progress in all year groups to ensure early intervention is possible. Curriculum Leader for Maths to have regular line manager meetings and Governor Review meetings to evaluate progress.</p>	<p>TWW MWR</p>	<p>Following each Progress Point a review will be submitted to the Local Governing Body and this plan updated where necessary.</p>
<p><b>Total budgeted cost</b></p>						<p>£164,400</p>

<b>ii. Targeted support</b>						
<b>Desired outcome</b>		<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>C.</b>	Progress in English for Y7 students eligible for Pupil Premium to be in line with non-Pupil Premium.	<ul style="list-style-type: none"> <li>• Reading Tutorials used effectively for students with low reading ages.</li> <li>• Registration time reading support for identified students.</li> <li>• 1 to 1 support for identified students, using Lexia and Multi-Sensory Learning packages.</li> <li>• Develop whole school literacy strategy.</li> </ul>	Improving reading ability impacts on all areas of academic progress. Lexia has been shown to bring about significant improvements in reading age.	Reading tutorials will be conducted by qualified teachers. Track reading age of year 7 students. Train additional TAs to use Lexia and MSL packages.	ARB HNN	Following each Progress Point, a review will be submitted to the Local Governing Body and this plan updated where necessary.
<b>D.</b>	Raise aspirations	<ul style="list-style-type: none"> <li>• Careers advice for Year 10 and Year 11 students.</li> <li>• Careers to form part of Citizenship curriculum.</li> <li>• Promote post-16 provision at parents' evenings and open evenings.</li> <li>• Revision sessions during holidays, after school and Saturdays.</li> <li>• Raise parental engagement.</li> <li>• Marking of work and use of planner to inform students how they can improve.</li> </ul>	Increasing students' awareness of post-16 options will mean they make informed choices and give them the incentive to achieve their best. Improving parental support will increase students' aspirations.	Attendance at events will be monitored. Work scrutinies carried out. Curriculum overviews scrutinised. Data analysis from revision sessions.	SLT	Following each Progress Point, a review will be submitted to the Local Governing Body and this plan updated where necessary.

E.	Raise Pupil Premium attendance to national average for all students.	<ul style="list-style-type: none"> <li>Attendance team monitor and support students with attendance concerns.</li> <li>Student surgeries.</li> <li>Full-time EWO works with both students and parents.</li> <li>Focus on individual Pupil Premium students via weekly attendance data scrutiny.</li> <li>Targeted early intervention through attendance surgeries with Pupil Premium students.</li> <li>EWO and Academy lead for attendance meet weekly to identify concerns and plan actions.</li> </ul>	For students to make expected progress they need good levels of attendance at the Academy.	EWO and Academy lead for attendance meet weekly to review all aspects. Communication between Academy lead and campus lead. Regular feedback to Principal. Meetings with Pastoral team to target attendance.	RAC JRY EWO	Weekly data analysed and termly review to the Local Governing Body.
<b>Total budgeted cost</b>						£123,131

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupil Premium students will have access to wider/extra-curricular activities.	<ul style="list-style-type: none"> <li>Free music tuition and instrument loan offered to Pupil premium students.</li> <li>The Academy will use Pupil premium funding to support these students in attending educational visits.</li> </ul>	Financial constraints can limit pupils' ability to engage in extra-curricular activities.	Correspondence with all eligible parents regarding financial support available.	PCD TWW	Jan 2021

<b>Total budgeted cost</b>					£15,000

<b>6. Additional detail</b>					

<b>7. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019-2020</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Levels of academic progress in English for Pupil Premium students to be in line with national.</p>	<ul style="list-style-type: none"> <li>• Holiday revision sessions.</li> <li>• Saturday revision sessions.</li> <li>• Additional intervention in rearranged curriculum time.</li> <li>• Intervention VP to work with Curriculum Leader to identify students for intervention.</li> <li>• Intervention TA to work with key English teachers.</li> <li>• Intervention TA to be supported by Curriculum Leader for English.</li> <li>• Revision programme</li> <li>• Mentoring of Pupil Premium students.</li> </ul>	<p>The uptake of holiday and Saturday revision / support classes was good prior to lockdown. Students were well motivated and focussed on their GCSEs.</p> <p>There were strong indications that results would show a good improvement in progress in English.</p>	<p>The 2020-2021 cohort will need careful consideration of the impact of the March – July 2020 lockdown and the ongoing impact of Covid 19. A cohesive strategy for mitigating this and catching students up will be needed.</p>	<p>£90,000</p>
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<p>Levels of academic progress in Mathematics for Pupil Premium students to be in line with national.</p>	<ul style="list-style-type: none"> <li>• Intervention at registration.</li> <li>• Holiday revision sessions.</li> <li>• Saturday revision sessions.</li> <li>• Additional intervention in rearranged curriculum time.</li> <li>• Intervention VP to work with Curriculum Leader to identify students for intervention.</li> <li>• Intervention TA to work with key maths teachers.</li> <li>• Intervention TA to be supported by Curriculum Leader for maths.</li> <li>• Revision programme.</li> <li>• Mentoring of Pupil Premium students.</li> </ul>	<p>The uptake of holiday and Saturday revision / support classes was good prior to lockdown. Students were well motivated and focussed on their GCSEs. Revision sessions at registration were having a positive impact. There were strong indications that results would show a good improvement in progress in maths.</p>	<p>The 2020-2021 cohort will need careful consideration of the impact of the March – July 2020 lockdown and the ongoing impact of Covid 19. A cohesive strategy for mitigating this and catching students up will be needed.</p>	<p>£68,000</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Progress in English for Y7 students eligible for Pupil Premium to be in line with non-Pupil Premium.</p>	<ul style="list-style-type: none"> <li>• Reading Tutorials used effectively for students with low reading ages.</li> <li>• Registration time reading support for identified students.</li> <li>• 1 to 1 support for identified students, using Lexia and Multi Sensory Learning packages.</li> <li>• Develop whole school literacy strategy.</li> </ul>	<p>By the second (and final) assessment of Year 7, 100% of disadvantaged students were on or above target in English compared to 98% of non-disadvantaged students.</p>	<p>Continue with all strategies.</p>	<p>£36,000</p>
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<p>Raise aspirations</p>	<ul style="list-style-type: none"> <li>Careers advice for year 10 and year 11 students.</li> <li>Careers to form part of Citizenship curriculum.</li> <li>Promote post 16 provision at parents' evenings and open evenings.</li> <li>Revision sessions during holidays, after school and Saturdays.</li> <li>Marking of work and use of planner to inform students how they can improve.</li> </ul>	<table border="1" data-bbox="786 100 1227 395"> <thead> <tr> <th>Destination:</th> <th>Total Year Group (131):</th> </tr> </thead> <tbody> <tr> <td>Sixth Form</td> <td>6</td> </tr> <tr> <td>Further Education</td> <td>122</td> </tr> <tr> <td>Apprenticeships</td> <td>2</td> </tr> <tr> <td>Not Known</td> <td>1</td> </tr> <tr> <td>NEET</td> <td>0</td> </tr> </tbody> </table> <p>All Year 11 students had at least one individual careers advice session before lockdown. Where necessary, students were supported remotely to help them complete applications to Post-16 providers. All made applications to post-16 providers.</p> <p>Careers advice is embedded in the Citizenship curriculum for all years.</p> <p>Year 10 students had sessions focusing on motivation and resilience provided by an external company.</p>	Destination:	Total Year Group (131):	Sixth Form	6	Further Education	122	Apprenticeships	2	Not Known	1	NEET	0	<p>Changing the culture and aspiration of the students and parents will take time but a good start has been made. Year 11 students showed increased interest in their future destinations. The same approaches will be adopted in 2020-2021.</p>	<p>£23,000</p>
Destination:	Total Year Group (131):															
Sixth Form	6															
Further Education	122															
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<p>Raise Pupil Premium attendance to national average for all students.</p>	<ul style="list-style-type: none"> <li>Attendance team monitor and support students with attendance concerns.</li> <li>Student surgeries.</li> <li>Full time EWO works with both students and parents.</li> <li>EWO and Academy lead for attendance meet weekly to identify concerns and plan actions.</li> </ul>	<p>2019-2020 saw a small rise in pupil attendance for disadvantaged students, but it remains below national average at 92.8%.</p> <p>Persistent Absence: 2019 - 2020 persistent absence rate was 18% which represents a continuing improvement from the previous year (23% in 2018 -2019 and 38% in 2017- 2018).</p>	<p>The implementation of TMAT policies and strategies to improve attendance has led to significant improvements. It is not clear what impact Covid 19 will have on attendance in 2020 – 2021, including in regard to parental and student attitudes to balancing health/safety with good attendance at school.</p>	<p>£48,000</p>												
<p><b>iii. Other approaches</b></p>																

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
Pupil Premium students will have access to wider/extra-curricular activities.	Free music tuition and instrument loan offered to Pupil Premium students. The Academy will use Pupil Premium funding to support these students in attending educational visits.	27 students benefited from music tuition through Pupil Premium. This is three times the number from 2018 – 2019.	Playing an instrument has proven benefits for academic progress so this strategy will be continued. A focus for 2020-2021 will be increasing the number of students accessing instrumental tuition.	£13,000

### 8. Additional detail

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