

## Pupil Premium Report

Financial year	Amount of Pupil Premium funding	Amount of Pupil Premium funding (LAC)	Amount of Pupil Premium funding (Services)
2018-19	£281,195		£0
2019-20	£279,890		

Number of pupils eligible for the Pupil Premium	325
Number of service children eligible for the Pupil Premium	0

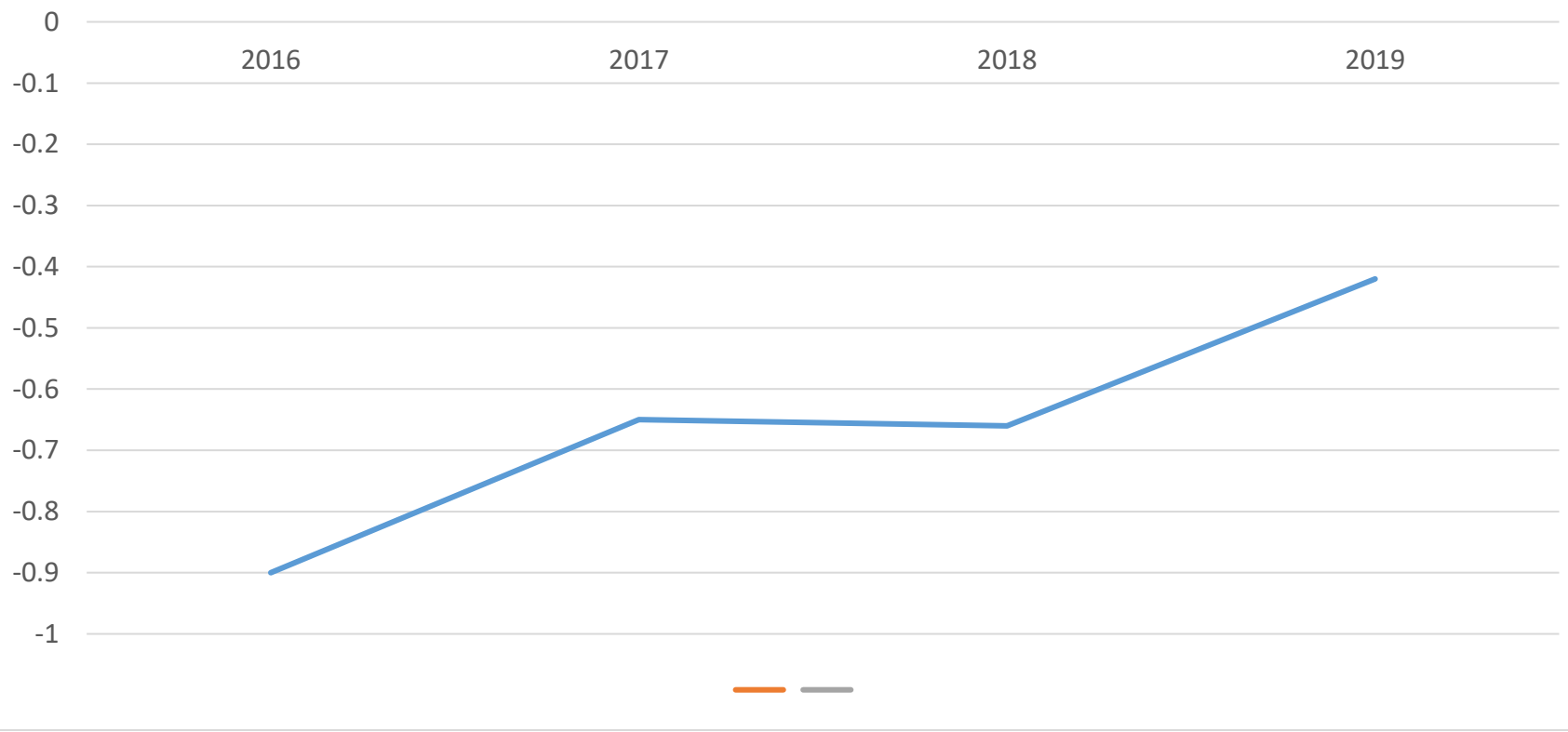
## Outcomes of Disadvantaged cohort 2017 to 2019

Year 11: Indicator	2017 Outcome for PP	2017 outcome for Non PP	2018 Outcome for PP	2018 Outcome for Non PP	Gap 2018	2019 Outcome for PP	Outcome for Non PP	Gap 2019	2020 Predicted outcome for PP {Year 11 de1]	2020 predicted outcome for non-PP students	Predicted Gap 2020
P8 Score	-0.62	-0.2	-0.62	0.2	0.42	-0.37	0.2	0.57	-0.13	0.05	0.18
P8 English	-0.67	-0.29	-0.89	-0.81	0.09	-0.5	0.22	0.72	-0.53	-0.2	0.33
P8 Maths	-0.31	0.14	-0.48	0.00	0.48	0.03	0.63	0.6	0.34	0.44	0.1
P8 EBACC	-0.74	-0.32	-0.5	-0.29	0.21	-0.37	0.11	0.48	0	0.11	0.11
P8 Open	-0.66	-0.17	-0.64	-0.45	0.19	-0.54	0.01	0.55	-0.31	-0.11	-0.2
5+ English and maths	10%	34.2%	18.3%	35.1%	0.16	22.45	56.57	34.12	34.55	47.26	12.71
5+ English	20%	50.9%	33.3%	42.7%	9.4	36.73	68.69	31.95	45.45	59.59	14.13
5+ maths	20%	42.1%	25%	47.9%	22.9	32.65	65.66	33.01	50.91	52.74	1.83
4+ English and maths	38.3%	64.9%	43.3%	52.1%	8.8	42.8	71.72	28.86	65.45	66.44	0.98
4+ English	48.3%	71.9%	53.3%	59.8%	6.5	57.14	79.8	22.66	72.33	73.97	1.25
4+ maths	48.3%	74.6%	50%	67.5%	17.6	57.14	79.8	22.66	78.18	76.03	2.15

From this data we can see that:

- The progress of disadvantaged students has improved from -0.62 in 2018 to -0.37 in 2109
- Progress in English has improved for disadvantaged students from -0.81 to -0.5
- Progress in Maths has improved -0.48 to +0.03
- 5+ in English and Maths as individual and joint measures have improved
- 4+ in English and Maths as individual and joint measures have improved
- We recognise as a school that the gap between disadvantaged students' performance and non-disadvantaged students has increased as the non disadvantaged students have made more rapid progress and have less barriers to overcome.

# Disadvantaged Progress 8 Scores 2016 to 2019



## Attendance of pupil premium students

Year	PP students	Non – PP students	Gap
2017 -18	91.2%%	93.8%	2.6%
2018 – 19	89.6%	94.9%	5.3%
2019 – 20	93.3%	96.0%	2.7%

As this data shows attendance of disadvantaged students has shown a variable trend during the last 3 years. Last year was very poor and this was a significant barrier with year 11 students as a number of students had very poor attendance. Although the difference in 2019-20 is still significant the attendance of disadvantaged students is increasing. Students that are either below the expected attendance of 92% or have a history of poor attendance are on the 6 for 6 program and this is clearly having an impact

## Barriers to learning and progression for Pupil Premium pupils

1. Attendance for disadvantaged students nationally is lower than non-disadvantaged students. While disadvantaged students at Little Lever have a slightly higher attendance percentage than the national average it is still a key priority and barrier that will continue to prevent disadvantaged students from making the progress they are capable of.
2. A lack of self-belief, low self-esteem and low aspirations are common traits we see in our disadvantaged cohort. While there are many students who have high expectations of themselves and confidence in their own ability there are some students who lack the self-belief to set their aspirations high and we want to address this and give our students the confidence to achieve things they never thought they could.
3. Reading ages of the majority of disadvantaged students is lower than non-disadvantaged students. We test all students' reading ages and monitor this throughout the year to measure the impact of improvement. This ensures our disadvantaged students have the ability to improve their access to learning in every classroom.
4. Analysis of our disadvantaged cohort mirrors the national picture in that it shows the KS2 starting points are lower than non-disadvantaged students. This means our disadvantaged cohort are already beginning to fall behind non-disadvantaged before they attend Little Lever. We want to undo this trend quickly with quality first teaching, high quality transition programmes, catch up programmes, interventions and after school opportunities to support disadvantaged students to make the progress they are capable of.
5. Access to high quality careers guidance and direction from out of school sources is an area many families and students do not have access to. Our Life Chances programme aims to immerse students and families into high quality careers, further education and university guidance and experiences from Year 7.
6. Many disadvantaged students nationally miss out on opportunities to gain 'life experiences' that help nurture their growth as human beings and provide life experiences they can fall back on and use to build confidence. Our life chances programmes and Pixl Edge programme will incorporate a 'bucket list' of activities that each year group will take part in e.g. visit the capital city, climb a mountain etc... and develop leadership, organisation, resilience, initiative and communication skills in our students.
7. Many disadvantaged students nationally and at Little Lever may not have the equipment or environment to support learning at home. At times our 'Find and Fix' approach can help disadvantaged students access the curriculum and support and/or enhance their learning. This could be as simple as purchasing a musical instrument, purchasing a dongle to access the internet at home or running our 'Nightclub' after school. This provides ICT access to complete homework and prepare for the next stage of learning as well as ensuring students are fed and have the opportunity to discuss 'how their day has been' with staff in a caring, family environment after school.

## Planning and evaluation outline 2019/20

Actions in **Bold** indicate a new action / focus for 2019/20. Actions in normal text are actions continued from 2018/19.

Actual impact in **GREEN** had a high impact in 2018/19

Actual impact in **AMBER** indicate a strategy that had medium impact in 2018/19

Actions in **RED** indicate a strategy or action that will not continue in 2018 due to the impact it has generated.

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Barrier	Is this a new or continued activity/ cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved.	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...'  Please view outcomes for students 2017-2019'
<b>Staffing (Teachers)</b>	£183028	1, 2, 3, 4, 5, 6, 7	Continued activity	<ul style="list-style-type: none"> <li>• All year groups covered.</li> <li>• Additional staff has given us the flexibility to ensure we reach pupil premium students particularly in English and Maths in KS4. This has allowed us to construct target classes.</li> <li>• Additional staff has allowed us to be strategic in our staffing ensuring the right students receive the right teacher i.e. the teacher who has the emotional and pedagogical skills to take them forward.</li> <li>• Investing in staff CPD and concentrating on improving the quality of teaching via the use of the "Little 6" and "big 10"</li> <li>• Line managers ensured subject leaders focussed on quality first teaching and learning as the number one strategy to narrowing the achievement gap.</li> </ul>	<p>The quality of Education is judged as good on the Self Evaluation Form (SEF)</p> <p>This will be underpinned by typicality documentation and Learning review records</p>

				<ul style="list-style-type: none"> <li>Continued use of Personalised Learning Checklists in Y11 to ensure students are clear on what they need to do to improve and what tasks they need to complete in order to make the improvements</li> <li>Culture that 'everyone is responsible' and new vision and values introduced and being embedded across the school.</li> <li>Introduced Learning review sessions where the gap between PP students is a focus for every class taught within the school</li> <li>Continue 'Accelerated Learning', Typicality of teaching and non-negotiables in a new quality assurance process with a clear focus on 'effective planning'</li> <li></li> <li>Recruitment of Teach First graduates who are aligned to the vision and values of the school and diminishing the difference between the quality of education provided for disadvantaged students</li> </ul>	
RAG meeting and Deep support	£22000	1,2,3,4	Revised	<ul style="list-style-type: none"> <li>Provide a personalised achievement programme that includes assertive mentoring of key students, rewards, motivational events but most importantly a laser sharp focus on where these students need additional support.</li> <li>Mentors at KS3 and KS4 monitor and target students in classrooms to support classroom teachers, ensure predictions are robust and build resilience with students</li> </ul>	<p>Attendance of PP students is a key barrier currently. This is impacting on the progress of PP students in Y11.</p> <p>While the progress of PP students in Y11 is improving rapidly in mathematics and</p>
Achievement Programmes					

<b>Assertive Mentoring</b> PP first				<ul style="list-style-type: none"> <li>Created a Raising Standards team led by the Vice Principal with a sharper focus on Y11 and narrowing the achievement gap</li> <li>RSL with T and L lead is focussed on embedding the key raising standards strategies with middle leaders</li> <li>PP First strategy meant when planning, marking and evaluating work staff always looked at PP students as a number 1 priority</li> </ul>	<p>the Open bucket – progress still remains low in English and the Ebacc bucket and this is affecting the overall progress of PP students.</p> <p>Students are supported on an individual basis and this will ensure that students have the necessary revision materials and that no student will miss an opportunity because of deprivation. This will include greater access to educational visits and the Duke of Edinburgh Award scheme.</p>
<b>PP and Raising Standards Pot</b>	£10000	7	Continued	<ul style="list-style-type: none"> <li>This pot of money is used as a 'Find and Fix' strategy and is made available to all subject areas. We need to ensure that applications are outcome focussed and are based on research of what actually works. We need to monitor more sharply which students are involved in intervention, the type of intervention it is and most importantly what impact has it had.</li> </ul>	
<b>Lesson 7 and all-inclusive sessions</b>	£3200	7	Continued	<ul style="list-style-type: none"> <li>Continued lesson 7 for all underachieving students in Year 11 and targeted PP students.</li> <li>Student given refreshments and support materials provided</li> </ul>	An increase in the attendance of period 7 and All inclusive sessions
<b>Subject Forms</b>	Included in staffing	1, 2	Continued	<ul style="list-style-type: none"> <li>Continued with subject forms in Year 11. Strategic staffing with these forms. Targeted those students that need additional support in key subjects and targeted PP students in English and maths</li> </ul>	
<b>Attendance Team</b>	£3637	1	Continued	<ul style="list-style-type: none"> <li>Recruited an additional attendance officer to focus on targeting PP students to improve attendance</li> <li>Implemented SOL attendance spreadsheet – a tracker and strategy used in top performing schools in London to rapidly improve attendance of PP students</li> </ul>	<p>6 for 6 strategy implemented using the attendance tracker to recognise weekly improvements in attendance.</p> <p>See attendance chart above</p>
<b>Learning maps</b>	£500	2	New	<ul style="list-style-type: none"> <li>Learning maps produced for all subjects for all students</li> </ul>	Students begin to use learning maps as self-evaluation tools which will be evidenced by typicality and learning review records
<b>Counselling Services</b>	£1344	2, 6	Continued	<ul style="list-style-type: none"> <li>All year groups covered. Available to our PP students who require this. Focus: Attendance, behaviour, achievement.</li> </ul>	Fixed term exclusions have reduced in comparison to the previous year. The



<b>Educational Psychologist</b>	£792	2, 6	Continued	<ul style="list-style-type: none"> <li>All year groups covered. Available to our PP students who require this. Focus: Attendance, behaviour, achievement.</li> </ul>	proportion of PP students excluded has reduced from 15.1% in 2017-18 to 9.6% from 2018-19
<b>Accelerread</b>	£728	3, 4	Continued	<ul style="list-style-type: none"> <li>All year groups covered but with specific focus on Y7 and Y8 students. Aimed at narrowing the achievement gap early by supporting our weakest readers to reach a standard of reading that will not hinder their progress across the curriculum in KS4</li> </ul>	Accelerread has had limited impact. There are examples of small improvements for this group of weak readers but the scheme has not yet been embedded to good effect. New leadership structures around literacy have been put in place
<b>PiXL</b>	£3200	2	Continued	<ul style="list-style-type: none"> <li>Collaborating with other schools at a local and national level will help us learn what strategies are having the greatest impact on student achievement.</li> </ul>	Will allow us to keep at the cutting edge of curriculum reform to ensure our curriculum meets the needs of ALL our students including Pupil Premium students. It will also help establish strong links with other schools.
<b>GL Education</b>	£9833	3,4	Continued	<ul style="list-style-type: none"> <li>This is an assessment tool to establish starting points for students and to provide accurate starting points and evaluation of students' literacy and basic English skills. This measures reading ages for students and therefore ensures that literacy intervention is focussed in the right areas</li> </ul>	It has helped us strengthen 'effective planning' across the school as we now have reading ages for every student which is assessed frequently.
<b>Rewards</b>	£1570	2, 6	Revised	<ul style="list-style-type: none"> <li>The rewards strategy was fully reviewed to ensure there is focus on students that consistently produce excellent results.</li> </ul>	A whole school recognition and praise culture supported the behaviour and T&L focus.
<b>The 'Nightclub'</b>	£2808	7	Continued	<ul style="list-style-type: none"> <li>After school learning provision target to most vulnerable students, students with attendance deficit and student with limited resources at home.</li> </ul>	Nightclub attendance consistently high across the year. Improved homework and engagement. Provided after school learning support.
<b>Life Chances / Wellbeing</b>	£30000	2, 6	Continued	<ul style="list-style-type: none"> <li>Continue with Pixl Edge ambassadors aiming to promote resilience, leadership, organisation and respect.</li> <li>New Life chances curriculum introduced for each year group- this concentrates on improving LORIC in our</li> </ul>	On first year of introduction achieved one of the highest completion rates in the North west. Engagement and completion of the programmes we are introducing is high. All year groups have a bucket list

				<p>students, improving health and wellbeing, developing character through LORIC and providing early aspiration through universities and employers.</p> <ul style="list-style-type: none"> <li>• Bucket list of things to do in each year group to develop cultural capital of PP students</li> </ul>	activity planned. This is having a positive impact on attitudes to learning in school.
Enrichment co-ordinator	Funded in staffing	2, 6	New	<ul style="list-style-type: none"> <li>• To ensure that participation rates are high in the Duke of Edinburgh Award and to evaluate other enrichment projects</li> </ul>	40% participation rate of disadvantaged students will take part in the Duke of Edinburgh Award Scheme
24/7 Learning / Doodle	£5900		No longer running	<ul style="list-style-type: none"> <li>• Introduced Doodle to improve 24/7 learning and allow students to follow subjects outside school.</li> </ul>	Positive early uptake from staff and students. Further training and development is planned.
Personalised Learning Base	£4,500	7	New	<ul style="list-style-type: none"> <li>• Introduced to provide vulnerable students with a safe environment to continue learning in school with a more personalised curriculum delivery.</li> </ul>	Significant uptake of PLB services. Large number of students benefited by short duration in PLB before returning to mainstream.
PP champion role	£2750	1, 2, 3, 4, 5, 6, 7	New	<ul style="list-style-type: none"> <li>• Monitor all disadvantaged students ensure that interventions are correctly placed and measure impact</li> <li>• Ensure that teaching and learning takes into account the needs of disadvantaged students and that disadvantaged students have a high quality of education</li> </ul>	Improved attendance and predicted outcomes for disadvantaged students
Character lead role		1,2,6	New	<ul style="list-style-type: none"> <li>• Lead on the completion of PIXL leadership program in years 7-8</li> <li>• Improve the resilience of students that will link to all areas of the curriculum</li> </ul>	<p>Improved attendance of disadvantaged students</p> <p>Number of students that pass PIXL edge program to increase to 65% of students that pass at the end of year 8 (from 43% in 2018-19)</p>

## Year 7 catch-up funding

### 2018-19

At Little Lever Academy the Year 7 catch up funding is used to support targeted students who have not made the expected progress at primary school. We hold transition meetings with feeder primary schools to establish the needs of the students i.e those with SEND, those who have not made expected progress and those who may require additional support. Below are examples of the key interventions that are put in place during Year 7 to ensure our students are fully equipped to deal with the challenging expectations of the new GCSE specifications and that they are happy in school.

#### Expenditure of the funding 2018-19:

- Continued to use and embed the running of Accelerated to improve students' literacy skills.
- Resources, including books for the Accelerated programme
- Running a programme of "period 7 catch-up classes in English and maths". These sessions are personalised and target students' specific areas to improve in English and mathematics.
- Helps part fund in school TLRs for Numeracy and Literacy Co-ordinators and an Associate Senior Leader for Reading, Writing and Oracy development across the academy

#### Impact:

- In English, by the end of the programme, 94% of students targeted were now on their flightpath to achieve their target grade by the end of KS3 (32/34 students)
- In mathematics 86% of students targeted were now on their flightpath to achieve their target grade by the end of KS3 (18/21 students).

### 2019-20

Planned expenditure of the funding 2019-20:

- Continue with Maths catch-up programme in period 7.
- Continue with English catch-up programme in period 7.
- Continue to part-fund Literacy and Numeracy co-ordinators.
- Part fund Associate Senior Leader as PP champion in order to ensure that PP students are supported in all year groups and to co-ordinate spending of the PP funding
- Ensure that students have access to revision materials funded by the PP fund on an individual basis
- Annual subscription to Accelerated and purchase more books as part of this programme to improve literacy skills.
- Explore the possibility of using PP funding to support transition via a 1 or 2 week transition summer school in order to support literacy and numeracy skills