

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		
2020-21	£278,582		

Number of pupils eligible for the Pupil Premium	294
Number of service children eligible for the Pupil Premium	0

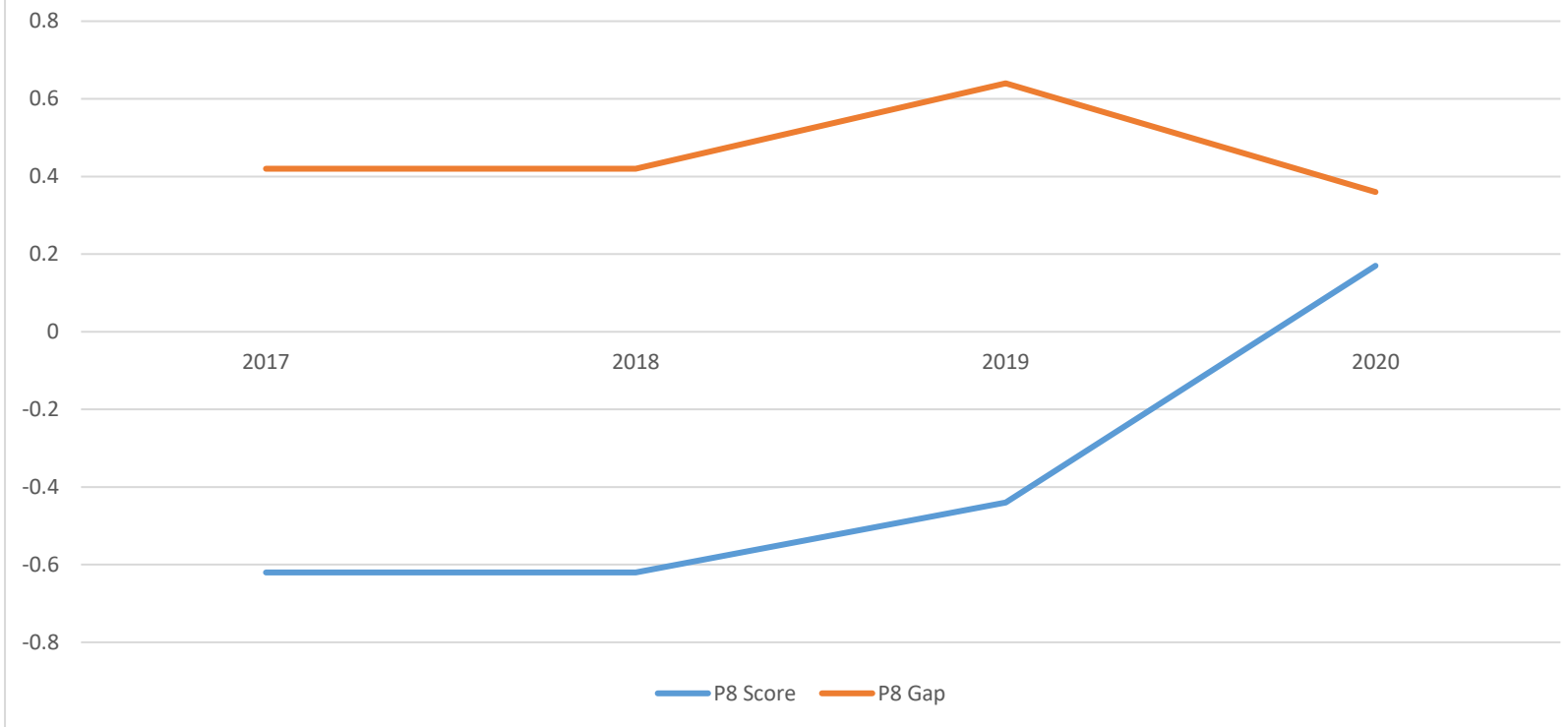
Outcomes of Disadvantaged cohort 2017 to 2019

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 outcome for PP CAG	2020 outcome for non- PP CAG	Gap 2020
P8 Score	-0.62	-0.2	-0.62	0.2	0.42	-0.44	0.2	0.64	0.17	0.53	0.36
P8 English	-0.67	-0.29	-0.89	-0.81	0.09	-0.5	0.22	0.72	-0.25	0.23	0.48
P8 Maths	-0.31	0.14	-0.48	0.00	0.48	0.03	0.63	0.6	0.51	0.83	0.31
P8 EBACC	-0.74	-0.32	-0.5	-0.29	0.21	-0.37	0.11	0.48	0.35	0.67	0.32
P8 Open	-0.66	-0.17	-0.64	-0.45	0.19	-0.54	0.01	0.55	0.03	0.39	0.36
5+ English and maths	10%	34.2%	18.3%	35.1%	0.16	22.45	56.57	34.12	38.46	54.79	16.33
5+ English	20%	50.9%	33.3%	42.7%	9.4	36.73	68.69	31.95	51.92	62.33	10.41
5+ maths	20%	42.1%	25%	47.9%	22.9	32.65	65.66	33.01	53.85	60.27	6.43
4+ English and maths	38.3%	64.9%	43.3%	52.1%	8.8	42.8	71.72	28.86	67.31	71.92	4.61
4+ English	48.3%	71.9%	53.3%	59.8%	6.5	57.14	79.8	22.66	80.77	77.4	3.37
4+ maths	48.3%	74.6%	50%	67.5%	17.6	57.14	79.8	22.66	78.85	79.45	0.6

From this data we can see that:

- The progress of disadvantaged students has improved from -0.44 in 2019 to +0.17 in 2020
- Progress in English has improved for disadvantaged students from -0.5 to -0.25
- Progress in Maths has improved +0.03 to 0.51
- 5+ in English and Maths as individual and joint measures have improved
- 4+ in English and Maths as individual and joint measures have improved
- The gap between disadvantaged and non-disadvantaged students has decreased from 0.64 to 0.36

Progress 8 score for disadvantaged students including gap between non disadvantaged



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 first term	89.5%	95.5.0%	6%

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. The data from 2019 – 20 is for the first term only and therefore cannot be compared to previous years. Currently we are aware that due to the COVID-19 pandemic students have to self-isolate or may be ill with COVID-19, therefore attendance is variable. There is however a large gap between disadvantaged and non-disadvantaged students. Students who have more than 10 sessions of absence for the first half-term are due to be mentored by the Deep Support Team or staff who are under allocated for lessons. This will link the engagement scores that are recorded fortnightly and the student's attendance and remote learning. The member of staff will feedback to the parents and also arrange in school interventions for the student.

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. This is a particularly large barrier during the covid -19 pandemic due to periods of lockdown and self isolation.

Planning and evaluation outline 2019/20

Actions in **Bold** indicate a new action / focus for 2020/21. Actions in normal text are actions continued from 2019/20.

Actions in **RED** indicate a strategy or action that will not continue in 2020/21 due to the impact it has generated or issues with the COVID-19 pandemic

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...'
Staffing (Teachers)	£181,720	1, 2, 3, 4, 5, 6, 7	Continued activity	<ul style="list-style-type: none"> All year groups covered. 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. 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. Investing in staff CPD and concentrating on improving the quality of teaching via the use of the "Little 6" and "big 10" Line managers ensured subject leaders focussed on quality first teaching and learning as the number one strategy to narrowing the achievement gap. 	<p>Please view outcomes for students 2017-2020</p> <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> <p>An increase in outcomes for disadvantaged students in 2020</p>

				<ul style="list-style-type: none"> Continued use of Learning Maps 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 Culture that 'everyone is responsible' and new vision and values introduced and being embedded across the school. Introduced Learning review sessions where the gap between PP students is a focus for every class taught within the school Continue 'Accelerated Learning', Typicality of teaching and non-negotiables in a new quality assurance process with a clear focus on 'effective planning' 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 	
RAG meeting and Deep support Achievement Programmes Assertive Mentoring PP first	£22000	1,2,3,4	Continued activity	<ul style="list-style-type: none"> 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. Mentors at KS3 and KS4 monitor and target students in classrooms to support classroom teachers, ensure predictions are robust and build resilience with students Created a Raising Standards team led by the Vice Principal with a sharper focus on Y11 and narrowing the achievement gap RSL with T and L lead is focussed on embedding the key raising standards strategies with middle leaders 	<p>Attendance of PP students is a key barrier currently. This is impacting on the progress of PP students in Y11.</p> <p>Outcomes in 2020 and prelockdown data entry all show a vast improvement in the progress of disadvantaged students in year 11. Current year 11 show an improving trend compared with previous data entry points.</p>

				<ul style="list-style-type: none"> PP First strategy meant when planning, marking and evaluating work staff always looked at PP students as a number 1 priority 	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 and funding for other educational visits for example STEM opportunities.
PP and Raising Standards Pot (find and fix)	£10000	7	Continued activity	<ul style="list-style-type: none"> 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. Learning leaders meet regularly with disadvantaged students who are underperforming, and any extra support required is funded from this budget. 	
Lesson 7 and all-inclusive sessions	£3200	7	Continued activity	<ul style="list-style-type: none"> Continued lesson 7 for all underachieving students in Year 11 and targeted PP students. Particular focus on the preparation for mock exams whereby an intense program of period 7s and all inclusive sessions are available Student given refreshments and support materials provided 	An increase in the attendance of period 7 and All-inclusive sessions. This is evidenced on SIMS pre lockdown and Since September 2020
Subject Forms	Included in staffing	1, 2	Continued activity	<ul style="list-style-type: none"> 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. 	Outcomes for students improved in 2020.
Attendance Team	£3637	1	Continued activity	<ul style="list-style-type: none"> Recruited an additional attendance officer to focus on targeting PP students to improve attendance Implemented SOL attendance spreadsheet – a tracker and strategy used in top performing schools in London to rapidly improve attendance of PP students The use of underallocated teaching staff for 6 for 6 mentoring 	6 for 6 strategy implemented using the attendance tracker to recognise weekly improvements in attendance. This was relaunched in February 2020 and unfortunately stopped due to lockdown. See attendance chart above
Learning maps	£500	2	Continued activity	<ul style="list-style-type: none"> Learning maps produced for all subjects for all students Learning maps used to identify areas for development on a individual student level and whole class/cohort level 	Students begin to use learning maps as self-evaluation tools which will be evidenced by typicality and learning review records. Learning maps are

					embedded throughout the school and students use them effectively.
Counselling Services	£1344	2, 6	Continued activity	<ul style="list-style-type: none"> All year groups covered. Available to our PP students who require this. Focus: Attendance, behaviour, achievement. 	Fixed term exclusions have reduced in comparison to the previous year. The proportion of PP students excluded has reduced from 15.1% in 2017-18 to 9.6% from 2018-19. 2020 data is not comparable due to the effect of lockdown
Educational Psychologist	£792	2, 6	Continued activity	All year groups covered. Available to our PP students who require this. Focus: Attendance, behaviour, achievement.	
Acceleread	£728	3, 4	Continued activity	<ul style="list-style-type: none"> 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 	
PiXL	£3200	2	Not to be continued in 2020	<ul style="list-style-type: none"> Collaborating with other schools at a local and national level will help us learn what strategies are having the greatest impact on student achievement. 	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.
GL Education	£9833	3,4	Continued activity	<ul style="list-style-type: none"> 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 	It has helped us strengthen 'effective planning' across the school as we now have reading ages for every student which is assessed frequently.
Rewards	£1570	2, 6	Revised	<ul style="list-style-type: none"> The rewards strategy was fully reviewed to ensure there is focus on students that consistently produce excellent results. 	A whole school recognition and praise culture supported the behaviour and T&L focus. Incidents of poor behaviour are rare within the school as evidenced by the reduced number of detentions for disruption (for 2020 Autumn term the number of detentions for disadvantaged

					students were 36% of the total detentions)
The 'Nightclub'	£2808	7	Continued activity	<ul style="list-style-type: none"> After school learning provision target to most vulnerable students, students with attendance deficit and student with limited resources at home. 	Nightclub attendance consistently high across the year. Improved homework and engagement. Provided after school learning support.
Life Chances / Wellbeing	£30000	2, 6	Revised	<ul style="list-style-type: none"> Continue with Pixl Edge ambassadors aiming to promote resilience, leadership, organisation and respect. New Life chances curriculum introduced for each year group- this concentrates on improving LORIC in our students, improving health and wellbeing, developing character through LORIC and providing early aspiration through universities and employers. Bucket list of things to do in each year group to develop cultural capital of PP students 	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 activity planned. This is having a positive impact on attitudes to learning in school. Unfortunately many aspects of this are suspended due to covid-19 restrictions
Enrichment co-ordinator	Funded in staffing	2, 6	Continued activity	<ul style="list-style-type: none"> To ensure that participation rates are high in the Duke of Edinburgh Award and to evaluate other enrichment projects 	40% participation rate of disadvantaged students will take part in the Duke of Edinburgh Award Scheme before covid-19 lockdown.
Personalised Learning Base	£4,500	7	Continued activity	<ul style="list-style-type: none"> Introduced to provide vulnerable students with a safe environment to continue learning in school with a more personalised curriculum delivery. 	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	Continue	<ul style="list-style-type: none"> Monitor all disadvantaged students ensure that interventions are correctly placed and measure impact Ensure that teaching and learning takes into account the needs of disadvantaged students and that disadvantaged students have a high quality of education 	Improved outcomes for disadvantaged students. See outcome table of 2020 above.
Character lead role	Funded in staffing	1,2,6	Suspended due to social	<ul style="list-style-type: none"> Lead on the completion of PIXL leadership program in years 7-8 	Improved attendance of disadvantaged students

			distancing measures	<ul style="list-style-type: none"> • Improve the resilience of students that will link to all areas of the curriculum • The PIXL program is suspended due to the COVID-19 pandemic 	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).
PP summer school	£2200 (from find and fix budget)	2,3,4,7	New not completed due to covid-19 lockdown	<ul style="list-style-type: none"> • Identify disadvantaged students that are below expectations in year 6 and invite them to attend a summer school in order to boost literacy and numeracy. Also to promote parental engagement incorporate a celebration day whereby parents can see the progress made. 	Number of students that attend. Improve scores when students are tested. Improved attendance of disadvantaged students that attend. This unfortunately did not occur due to lockdown. To be trialed in 2020.
ICT provision for disadvantaged students	£49,933 (from whole school budget not PP grant)	1, 7	New due to covid-19 lockdown	All students audited in order to ensure that they have the correct ICT equipment in order to complete remote learning during lockdown and in order to ensure that they can continue accessing high quality education during periods of isolation.	No student is unable to complete online work or take part in live lessons.
Well being phone calls made to all students' parents and carers during lockdown	Funded in staffing	1,7	New due to covid-19 lockdown	The deep support team and SLT plus contacted all parents on a weekly basis in order to feedback on progress of remote learning and to ensure that any issues regarding ICT or mental well being were addressed promptly.	<p>The engagement of students was above the national average for schools with similar demographics.</p> <p>Many parents expressed their thanks and praised the school for their support during lockdown</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 Accelerad to improve students' literacy skills.
- Resources, including books for the Accelerad 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 Accelerad 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

2020 -21

Planned expenditure of the funding 2020-21:

- 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
- Ensure that students have the correct ICT equipment for periods of self isolation and whole year remote learning
- Annual subscription to Accelerated and purchase more books as part of this programme to improve literacy skills.
- Accelerated reading programme launched for year 7 and 8 in order to improve literacy
- 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