

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                              |
|---|-----------------------------------|
| School name   | University Academy<br>Long Sutton |
| Number of pupils in school  | 716                               |
| Proportion (%) of pupil premium eligible pupils   | 45%                               |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 21/22<br>22/23<br>23/24           |
| Date this statement was published   | October 2023                      |
| Date on which it will be reviewed   | October 2024                      |
| Statement authorised by   | Liam Dave                         |
| Pupil premium lead  | John Stewart                      |
| Governor / Trustee lead   | Michelle Papworth                 |

## Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year   | £303,672        |
| Recovery premium funding allocation this academic year  | £77,556         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0              |
| <b>Total budget for this academic year</b>  | <b>£381,228</b> |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |                 |

## Part A: Pupil premium strategy plan

### Statement of intent

The Government has published independent research to demonstrate the continued barriers to attainment faced by disadvantaged pupils. Since the COVID 19 pandemic began research has shown that disadvantaged pupils have been disproportionately affected by the impact of the pandemic. Principally, these include lower prior attainment, especially difficulties with literacy and numeracy, and issues relating to attendance and behaviour.

With these national concerns being echoed in our specific experiences at University Academy Long Sutton, we aim to address these issues. To achieve this, we ensure that we view all pupils as individuals and we never assume that pupils within a particular group face similar barriers or that they have less potential to succeed.

In line with this ethos, our primary strategy is to provide good or better teaching for all pupils at all times. Where specific additional needs are identified we offer additional targeted support, and alternative approaches wherever possible including the use of the National Tutoring programme as well as other interventions with a good track record of success such as Accelerated Reader to improve the reading age of our disadvantaged KS3 pupils.

The key principles of our strategy are based on the current challenges and individual needs of our disadvantaged pupils. We do not treat our disadvantaged pupils as a homogenous group and the academic and wider support on offer is personalised to their needs.

We have identified 7 specific barriers to attainment for our PP pupils that form the basis of our strategy within the overall aim of closing the gap in attainment between our disadvantaged and non-disadvantaged pupils.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Low literacy  |
| 2                | Low numeracy skills   |
| 3                | Low Attendance  |
| 4                | Poor behaviour and social skills                                      |
| 5                | Emotional and social factors including safeguarding                   |
| 6                | Lack of knowledge with respect to different education/career pathways |
| 7                | Lack of parental engagement and support for pupils and the school     |

## 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  |
|--|---|
| 1 Diminish the difference in literacy skills between PP and non-PP pupils  | Increase the literacy skills of PP pupils.<br><br>Handwriting is improved and all PP pupil handwriting is legible.<br><br>Pupils have an increased vocabulary of words that they are able to use effectively in speech and writing.<br><br>Progress improves in line with non-PP pupils. P8 figures at least in line with National figures for Non PP pupils. |
| 2 Diminish the difference on numeracy skills between PP and non-PP pupils  | Increase the numeracy skills of PP pupils assessed on entry and improvements measured using numeracy testing programmes and internal assessments.   |
| 3 Increase attendance of PP pupils to aspirational target of 95% or better | PP pupils are in more lessons.  |

|  |  |
|--|--|
|  | <p>Persistent Absence of PP pupils is reduced. And in line with attendance of non-disadvantaged</p> <p>Improved progress as a result of being in lessons.</p> <p>40% of PP pupils involved in all activities in order to improve engagement.</p>   |
| 4 Improve the behaviour of a minority of PP pupils and raise academic attainment                     | <p>Reduce exclusion rates, and behaviour tracking for pupils. Clear interventions that are measurable, tracked and regularly reviewed for sustained impact.</p>  |
| 5 Provide appropriate resources and emotional and social support including safeguarding to PP pupils | <p>There is appropriate and effective Mentoring support alongside Mental health and well-being support</p>   |
| 6 Raise awareness of educational pathways and career opportunities for PP and HAPP pupils            | <p>Careers advisor meets with all Y11 pupils making them aware of the opportunities available regarding both future educational and career pathways</p> <p>Higher Ability PP (HAPP) have increased knowledge and understanding of future pathways including university</p>   |
| 7 Increase parental engagement and involvement in pupil education                                    | <p>Parents have regular positive contact with school. More Home visits to support nonattendance.</p> <p>Future on line Parents evenings to assist in increasing parental engagement which will result in Increased attendance of PP parents to Parents Evenings to at least 50%.</p> <p>Increased engagement of parents invited for meetings with Learning Coordinators and tutors to discuss progress outside of Parents Evenings including the EBSA/ATTEND framework meetings.</p> |

|  |   |
|--|---|
|  | <p>Termly contact via face to face and or telephone re progress made for PP pupils with PP coordinators to discuss attendance/achievements/ barriers to learning. PP coordinators contact and record details = evidence of support and parental engagement.</p> <p>Improve behaviour evidenced through reduced internal and external exclusions</p> |
|--|---|

## 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: £ 199,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>High quality specialist teachers in all subjects. We will ensure we recruit and retain high quality teachers in all subject areas</p> <p>To aid teachers in identifying and meeting the needs of all PP pupils, undertake a whole school activity where teachers of all pupils identify areas of strength and weakness and this is available on provision map for teachers to use.</p> <p>Pooling together ideas and strategies that work in the classroom</p> | <p>High quality teaching is the most important factor in ensuring all pupils make good progress</p> <p>EEF Feedback</p> <p>High quality teaching is the most important factor in ensuring all pupils make good progress</p> <p>EEF Feedback</p> | <p>1,2,3,4</p> <p>1,2,3,4</p> |
| <p>Purchased the National college remote video CPD to empower school leaders, teachers, staff and governors</p>   | <p>High quality CPD for all is proven to have an impact on teacher performance and pupil outcomes</p>   | <p>4,5,6,7</p>                |

|  |  |               |
|--|--|---------------|
| Use of standardised testing- Yellis  | High quality assessment vital to promote and develop pupil progress<br><br>Assessment and Feedback EEF<br><br>(educationendowmentfoundation.org.uk)  | 1,2           |
| New schemes of work written in all subject areas that include quality assessments that lead to accurate data tracking and identify gaps in knowledge for PP pupils | High quality assessment vital to promote and develop pupil progress<br><br>Assessment and Feedback EEF<br><br>(educationendowmentfoundation.org.uk)  | 1,2,4,5,6     |
| Appointment of full time Education welfare Officer (EWO)   | EEF importance parental engagement:<br><br>Being present: the power of Attendance and stability for disadvantaged pupils(nfer.ac.uk) Covid 19 has had significant impact on school attendance nationally   | 3,4,5,7       |
| NPQSL/NPQLT/NPQBL training courses   | Nationally accredited CPD courses will develop the level of expertise and staff knowledge to ensure that high quality teaching and learning is delivered.to all pupils including the disadvantaged   | 1,2,3,4,5     |
| Appointment of 5 Pupil premium coordinators September 2021   | The OFSTED publication “The Pupil Premium: How schools are spending funding successfully to maximise achievement” highlights targeted support as one of the top ten “top gap busters”; it also emphasises the need for schools to think carefully about what barriers to learning some pupils face | 1,2,3,4,5,6,7 |
| In house tutors appointed to focus on small group 1-3 catch  | One – one tuition EEF  | 1,3,4         |

|  |  |                |
|--|--|----------------|
| <p>up on reading and comprehension for KS3<br/>KS4 provision for core subjects after school intervention, lunch time for other subjects intervention and Saturday and holiday intervention sessions</p>          | <p>(Education endowmentfoundation.org.uk)<br/><br/>(Extended school time EEF)</p>  |                |
| <p>Staff training to focus on pupil mental-health and well-being in relation to Covid 19 recovery &amp; Pastoral support staff member tasked with meeting and assisting pupils struggling with mental health</p> | <p>Pupil well-being has been affected by the Covid 19 pandemic<br/><br/>COVID-19 isolation having detrimental impact on children's education and welfare, particularly the most vulnerable- gov.uk(<a href="http://www.gov.uk">www.gov.uk</a>)</p> | <p>3,4,5,7</p> |

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

Budgeted cost: £ [98,000]

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Accelerated reader – will be implemented across year 7 and 8 and Read/Write ink programme for those below 10 years reading age on entry</p> | <p>Extensive AR research evidence. Y7 PP pupils make 5 months additional reading progress compared with 3 months for non PP pupils on the programme. AR contributes positively towards improving literacy levels at the start of secondary school.<br/><br/>Improve literacy by raising reading ages.</p> | <p>1</p>                      |

|   |   |   |
|---|---|---|
|   | EEF review of research shows that AR and read/write ink improves reading ages if implemented properly across the school.  |   |
| Develop a school reading plan using the Library more effectively for lessons and extra-curricular activities. | Whole school reading plan removes the stigma of reading, especially for boys.   | 1 |
| TT intervention reading sessions with a tutor. X 15 hours in groups of 3                                      | <p>This will help develop reading skills of those identified through AR as needing to develop reading</p> <p>in order to fully access the curriculum and improve the reading age of PP pupils</p> <p>COVID-19 isolation having detrimental impact on children's education and welfare, particularly the most vulnerable- gov.uk(<a href="http://www.gov.uk">www.gov.uk</a>)</p> | 1 |
| Peer reading sessions   | Engages reluctant readers more effectively, increased relevance to daily life.  | 1 |
| Read/Write Inc.   | The importance of Y7 pupils who are below expected KS2 levels bridging the gap early into Y7 allowing them to fully access the KS3 curriculum.  | 1 |
| Book reading clubs and Buzz Books   | Develop a love for reading will improve academic attainment due to increasing vocabulary/understanding text etc...each PP to receive a free book.   | 1 |
| Whole school literacy focuses   | Developing good practice and high standards of literacy needs to be   | 1 |

|  |   |        |
|--|---|--------|
|  | imbedded across all subject areas not just English.   |        |
| Whole school communication days  | Important to develop pupils' communication skills.  | 1      |
| Handwriting focus  | Specifically aimed at boys and making sure their exam answers and written work is legible and that they are not disadvantaged due to poor handwriting skills.   | 1      |
| NTP catch up sessions in literacy and numeracy blocks of 15 hour 1-3 tuition   | <p>Lost learning time through lockdown requires intervention for pupils to catch up particularly research shows PP may be further behind than their peers</p> <p>COVID-19 isolation having detrimental impact on children's education and welfare, particularly the most vulnerable- gov.uk(<a href="http://www.gov.uk">www.gov.uk</a>)</p> | 1, 2   |
| General improvement strategies for classroom teaching that will be effective for Learning Walks, Lesson observations, book trawls PP identified in mark books - Deliberate seating<br><br>Question first, knowledge of PP pupils evident<br><br>Exercise books identified and prioritised for feedback | <p>PP First collaboration, proven success in Lincolnshire school.</p> <p>Continued whole school commitment to growth mind-set language.</p> <p>Educational research underpins high impact on learning outcomes of effective feedback (EEF research)</p>   | 1, 2,4 |

|  |  |                  |
|--|--|------------------|
| <p>Maths Whizz /Blue tick/E Revision/My Maths package/Maths pad/White rose/Maths box/10Ticks– will be purchased and implemented across the school</p>  | <p>These packages allow PP pupils to access Maths both within school time and at home to help their subject knowledge develop and to apply skills learnt.</p>  | <p>2</p>         |
| <p>Interventions available in all subjects through lunchtime, after school, Sat school and Easter school for all PP KS4 pupils</p> <p>Transport provided where necessary to Saturday &amp; Easter School – for PP pupils</p> | <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>   | <p>1,2,3,4,6</p> |
| <p>Improved access to enrichment activities such as music lessons, careers trips. 40% rule to ensure PP pupils are represented proportionally across all activities</p>  | <p>EEF- significant impact on wellbeing, resilience. When pupils cannot access the extra activities, it makes them feel undervalued and they lose interest in the course. PP pupils need to feel they have equal access to all aspects of school life and enrichment – their PP status should not inhibit their development.</p> | <p>3,4,5,6,7</p> |

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

Budgeted cost: £ [84,228]

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| EBSA Lincolnshire ladder and ATTEND framework implemented across all year groups . | Evidence shows that PP pupils have been disproportionately affected with poor mental health as a direct result of school closures during the covid pandemic COVID-19 isolation having detrimental impact on children's education and welfare, particularly the most vulnerable-<br>gov.uk( <a href="http://www.gov.uk">www.gov.uk</a> ) | 3                             |
| CAMHS intervention   | Research shows that Professional support is essential in tackling and improving mental health<br><br>COVID-19 isolation having detrimental impact on children's education and welfare, particularly the most vulnerable-<br>gov.uk( <a href="http://www.gov.uk">www.gov.uk</a> )  | 5                             |

|   |   |               |
|---|---|---------------|
| PSP/BOSS intervention<br><br>Intervention to reduce exclusion rates both internal and externally.   | Evidence shows that targeted pastoral support plans are vital in supporting pupils who display challenging behaviour in school , in addition outside Professional support through employing behaviour outreach support workers will improve the behaviour and engagement of pupils who's progress is affected by poor behaviour | 4             |
| Employment 2021 of full time EWO to act as a link between school and pupils with poor attendance and develop parental engagement<br><br>Full time Attendance officer to support EWO<br><br>Appointed September 2022 | EEF importance parental engagement:<br><br>Being present: the power of Attendance and stability for disadvantaged pupils(nfer.ac.uk)  | 3             |
| PP champions. 1 per year group appointed 2021   | The OFSTED publication "The Pupil Premium: How schools are spending funding successfully to maximise achievement" highlights targeted support as one of the top ten "top gap busters"; it also emphasises the need for schools to think carefully about what barriers to learning some pupils face                              | 1,2,3,4,5,6,7 |
| Additional funding to support PP pupils to include uniform, equipment plus a Scientific calculator for all. PP pupils and free  | Required for PP to fully access the Maths curriculum<br><br>The importance of supporting the engagement of disadvantaged pupils in all aspects of the curriculum including access to technology at  | 2,4,5,6       |

|   |   |              |
|---|---|--------------|
| <p>revision guides in all KS4 subject areas</p> <p>Lap tops/internet connections provided for PP pupils to study from home.</p>   | <p>home to ensure full access for these pupils. The PP coordinators appointed 1 for each year group will help achieve this aim.</p>   |              |
| <p>Super learning days. Raising aspirations assemblies. Careers fair. College taster day. University visits. PP budget. Engage with Lincs higher</p> <p>PP pupils' parents/carers to go on a visit to Lincoln university</p> <p>LINK room. A new provision to aid attendance and engagement of pupils. One full time Attendance coordinator appointed to run this provision</p> | <p>Low prior attainment can result in lower targets being set, so pupils are limited throughout their education. Pupils need aspirational targets to focus teachers on aiming higher and to ensure pupils don't settle for 'good enough'.</p> <p>PP pupils seeing the opportunities available will help raise PP aspirations</p> <p>Improving attendance of the PP cohort and therefore raising engagement and attainment</p> | <p>3,4,6</p> |

**Total budgeted cost: £ 381,228**

## 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 2022 to 2023 academic year.

An improvement in the quality of support given to disadvantaged pupils to improve their chances to achieve outcomes which reflect their ability was a main aim. The appointment of 5 PP coordinators 2 years ago was evidence of the commitment we have to help improve the outcomes for our disadvantaged pupils. We have further increased our support for PP pupils with the introduction of a full time attendance support coordinator and a designated LINK room set up to support our most vulnerable pupils. This commenced in September 2023 and is funded through PP monies.

In 2021 the gap was 0.49 although the overall performance of PP increased from -0.28 to -0.26. (teacher assessed grades) This data also shows our disadvantaged pupils performed well when compared to the performance of disadvantaged pupils nationally; -0.45. In 2022 the first year of exams since 2019 the gap was 0.84, -1.05 vs -0.21. In 2023 the performance gap reduced to 0.56, -0.87 vs -0.31, with PP overall performance improving by +0.18 from 2022-2023 results. For non PP their performance difference from 2022-2023 results was negative at -0.10. This is evidence that are PP specific strategies are having a positive impact on PP performance and is closing the gap.

For 2020-21 the attendance of disadvantaged pupils was 88.33% vs 92.95% for non-disadvantaged pupils, a difference of 4.6%. In 2021-22 the attendance of disadvantaged pupils was 83.93% vs 88.18% for non-disadvantaged pupils, a difference of 4.25%. The difference in attendance improved by 0.35%. in 2022-23 the attendance of disadvantaged pupils was 86.7% vs 90.51% for non-disadvantaged pupils. The difference in attendance was 3.8%. the gap in attendance has reduced by a further 0.45% with an overall jump in PP attendance of 2.77%.

Clearly the challenges faced by the aftershocks of the pandemic are still having an impact on overall attendance levels but are not disproportionately affecting the disadvantaged pupils as the gap is continuing to close. In light of the challenges we face with school avoidance and the increased levels of anxiety and mental health issues from a significant number of disadvantaged pupils, we have further raised the capacity in the attendance team by appointing a full time attendance officer for the 22/23 academic year to work alongside the Educational Welfare Officer (EWO). We have also set up a new initiative with a LINK room employing a full time coordinator to help support our vulnerable pupils to attend school regularly.

We will continue to work with all individuals to ensure any in-school gaps in performance are minimised or removed.

## 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                                     |
|--|--|
| National college CPD full course suite | The National College                         |
| NPQSL/NPQLT/NPQBL                      | Educational development trust                |
| Provision Map                          | Home – Learning plans & Provision Map Writer |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | All service children are supported by the LC teams from transition to the school, where required they are offered additional support to ensure their needs are met. |
| What was the impact of that spending on service pupil premium eligible pupils? | All service children received the level of support they required.   |

## Further information (optional)

### ***Lessons learned***

A priority moving forward to help catch up for lost learning time and this is reflected in our strategy.

In examining a range of sources about the impact of disadvantage on pupils and of the Covid 19 pandemic, we have planned a 3-year approach to improve outcomes for this group, we used the EEF guide to the Pupil Premium as well as GOV.UK's Using pupil premium: guidance for school leaders to help draw up this plan.