**STRATEGY FOR THE USE OF PUPIL PREMIUM FUNDING: 2017/18**

**LSA Rationale for our spending plans:**

At LSA we are committed to eradicating the variance in performance between our disadvantaged students and others. Our strategy has used robust internal data and close analysis of the needs of students, combined with research into best practice from national organizations such as the Sutton Trust alongside feedback from OFSTED and external reviews of our provision, to plan interventions to meet the needs of our students. While timely, short term intervention programmes in Key Stage 3 are clearly having a significant, positive impact on the progress made by our disadvantaged students, we strongly believe that consistent, outstanding teaching and the quality feedback that ensues, are the key to all children achieving their potential and this applies to an even greater extent to our disadvantaged students. We have invested in a programme that over the last 4 years has focused on tackling lower prior attainment at KS3, replacing missing building blocks of learning in core subjects to create sustained improvements into KS4 and beyond rather than focusing on quick fixes.

For 2017-18 we have identified the following main barriers to progress

1. **Low prior attainment in Key Stage 2 (KS2) by disadvantaged students compared to other students, in core subjects. Our strategy sets out to address this in Key Stage 3 (KS3).**
2. **Social, emotional and practical barriers to learning for our disadvantaged. Our strategy sets out to identify and address these barriers on an individual basis.**
3. **Lower levels of parental engagement with school and learning in general. Including fewer opportunities to engage in learning outside school/in the home environment**
4. **The quality of teaching: all students benefit from being well taught but disadvantaged students benefit the most**
5. **Poorer attendance at school by disadvantaged students compared to other students. Our strategy sets out to ensure our disadvantaged students are in school.**

These spending plans will be subject to change dependent on the evolving needs of the PP students at LSA. This is also based initially on an indicative budget.

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| **The total PP Grant is estimated at £270,190** | **Estimated costs in £s** |
| **Barrier 1 - Low prior attainment in English and Maths.**Employment of subject specialist Higher Level Teaching Assistants (HLTAs) and TAs. *The core of our PP Intervention programme has been built around developing highly effective TA teams now fully integrated into the English and Maths teams. The highly skilled English and Maths teams provide support to targeted students at Wave 1, the delivery of Wave 2 (additional subject support provided to small groups) and Wave 3 (Numeracy and Literacy support) intervention programmes.* With ongoing significant numbers of students entering below the expected standard, we continue to develop our KS2 expertise within the team of staff to support differentiation and lead interventions. This includes a Primary Trained Teacher employed for 2 days a week to work within the English Department to provide specialist input from an appropriately qualified teacher along with three other primary trained teachers in TA roles.English “Primary” Teacher 2/3 salaryHomework and Breakfast clubs for PP in English and MathsBased on the success of this approach in KS3 English and Maths we will be employing an HLTA in Science to support raising the attainment of PP students through the delivery, in class and independently, of programmes to ensure core science skills and concepts are developed and embedded. The HLTA will work under the direction of the pp Lead in Science and the Head of Department to identify PP Students requiring support.**Impact will be measured by:**Improved assessment data in English and MathsQuality assurance (QA) of the interventions at Wave 2 and 3Staff feedback regarding value of KS2 Team in supporting differentiation across the curriculum (associated class/year group data) | Contribution to salary costs:£194,475  |
| **Barrier 2a – Social and emotional barriers to learning for PP students** * Further development of the Lytham Inclusion (LINC) Centre with a focus on PP students and a coordinated academic/pastoral approach to tackling barriers to learning and developing positive “Behaviour for Learning”. LINC to be manned full time to meet the level of need within the school. LINC is a centre for a range of provision including: social/emotional support for students; special projects (including outdoor bounds); access to external mental health and well-being providers.
* In 2017/18 a new provision BASE – Behaviour, Attendance support engagement will offer proactive support to PP Students with issues around behaviour, attendance, organisation and routines.

**Impact will be measured by:**Pupil entry and exit data for Linc interventions QA of Behaviour Points, Homework completion Pupil Voice Attainment and attendance data pre & post Linc intervention/ work with outside agencies  | Salary costs:£11,740  |
| **Barrier 2b - Practical barriers to learning for PP Students:** **To supplement the FSM rate to ensure pupils have a nourishing lunch and****Hardship Fund** to support our PP with uniform, transport, meals etc **Impact measured by**: Attendance rates, pupil and parent voice activities. |  £12,700 |
| **Barrier 3 – Lower parental engagement & lack of opportunities to engage in learning outside school/ in the home environment*** To extend the pilot parental engagement programme into Yr 7 and new Y11. This to include a series of off site events and wider parental opportunities in school to build positive relationships and model parental support early in Y7. To provide academic revision support for parents in Y11 following the summer 2017 model in partnership with the YMCA
* Staff across the curriculum may bid for learning materials, revision resources, funding for events and other opportunities specifically for named PP students. Staff must indicate and measure the expected impact. Priority is given to Core subjects of English, maths and Science in the short term.
* Easter School will be funded with specific focus on Pupil Premium attendance at sessions
* Access to Beyond the Bell Homework Club, staffing and resources
* Pupil Premium specific CEAIG and aspirational events including The Dreadlock Alien, poetry, Art Therapy etc

**Impact will be measured by** Heads of Department in each data assessment point report (once a term analysis of PP performance reported and analysed during SLT QA) Attendance figures at other provisions and resulting exam/assessment dataBTB Coordinator termly analysis and yearly report | £5000£5000£9812 |
| **Barrier 4 – Access to Outstanding teaching****Science** – The development of a pilot Core Science Skills programme to address a lack of prior knowledge and ensure a strong foundation in key concepts to tackle underachievement. (To be led by new TLR holder in science and delivered in association with HLTA Science developing a model similar to that now embedded in Maths and Science)**Staff Training:** planning to meet the needs of all students; sharing best practice, standards and high expectations; support for underperforming teachers; addressing any lack of consistency in teaching quality across the school. *The programme of funded CPD to be conditional, requiring funded staff to offer staff training during the term they attend a funded course. Priority to be given to training with a PP Focus.***Impact measured by** **Data tracking in Science**Individual staff appraisal processes QA work of departments and the senior leadership team Outcomes for disadvantaged students over time | £3500 |
| **Barrier 5 – Poorer attendance at school** **To continue to improve attendance** and reduce persistent absenteeism amongst PP students.* Parental engagement programmes (detailed and costed above)
* The development of specific incentives and opportunities for PP students and their families linked to attendance targets. (Jamie Milligan courses, stadium tours, cinema tickets, Blackpool attractions tickets, YMCA passes and supermarket vouchers etc)
* Student Inclusion Worker. A vital part of the Inclusion team providing home school liaison, supporting families to ensure children are in school and able to learn. (2/5 days’ work)

**Impact measured by:** Attendance and punctuality of FSM and CLA | £10,979 |
| **Leadership and management of the strategy Contribution to the salaries of:*** Inclusion/Intervention Leads in English and Maths
* Inclusion Lead in Science TLR2a

Impact measured by all of the above data and evidence plus end of year Narrowing the Gap report and analysis. | £16,984 |
| **Total planned PP Spend** | £270,190. |