

Lodge Park Academy Pupil Premium Plan 2018/19

A Guide to Pupil Premium

If your child is eligible for free school meals, their schools may also be entitled to receive a sum of money to boost their learning. This guide explains the allocation of the Pupil Premium for Lodge Park Academy and its students.

What is the Pupil Premium?

Introduced in 2011, **the Pupil Premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged students.** This is based on research showing that students from low income families perform less well at school than their peers. Research showed that often, students who are entitled to Pupil Premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality compared to non-Pupil Premium students. The Pupil Premium is intended to directly benefit the students who are eligible, helping to narrow the gap between them and their classmates and their peers nationally.

Is your child eligible?

Schools are given a Pupil Premium for:

- Students who have qualified for free school meals at any point in the past six years. The school receives **[£935]** for each of these students.
- Students who have been looked after under local authority care for more than one day. These school is awarded a premium of **[£2300]**.

How is it spent at Lodge Park Academy?

Schools can choose how to spend their Pupil Premium money, as they are best placed to identify what would be of most benefit to the students who are eligible. Common ways in which schools spend their Pupil Premium fund include:

- Extra one-to-one or small-group support for students within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions before or after school, for example for students who need extra help with particular skills.
- Providing extra tuition for able students who receive the Pupil Premium.
- Funding educational trips and visits.

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At Lodge Park Academy, Pupil Premium money will be used to support the following areas identified as barriers to success for Pupil Premium students:

- Staffing – securing high quality staff to ensure quality first teaching for all year groups at all times.
- Behaviour for learning – Improving attitudes to learning and raising expectations and aspirations of pupils to ensure appropriate levels of attainment and progress are made.
- Attendance – ensuring pupils attend school and reduce the number of persistent absents and incidents of lateness.
- Parental engagement –

All schools have to show that they are using their Pupil Premium fund appropriately. This is measured through Ofsted inspections and annual performance tables showing the progress made by students who are eligible for Pupil Premium. In Lodge Park Academy **the Pupil Premium Plan 2018/19** (shown below), shows how much money has been allocated, how the academy intends to spend it, how the previous year's allocation was spent and how it is making a difference to the attainment of disadvantaged students.

If your child qualifies for free school meals, it's important that you tell us – even if they take a packed lunch – as this enables them to claim Pupil Premium.

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1. Summary information

Academy	Lodge Park Academy				
Academic Year	2018/2019	Total PP budget received 18/19	£209,405	Date of most recent PP Review	Oct 2018
		Total Planned PP spend 18/19			
Total number of students	243	Proportion of students eligible for PP = 243, on roll= 27%	Year 7: 46 Year 8: 59 Year 9: 54 Year 10: 52 Year 11: 32 Year 12: 0 Year 13: 0	Date for next internal review of this strategy	Jan 2019
		Male: 122 Female: 121			

Year 11 achievement targets

	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>national average 2018</i>
Progress 8	-0.128	0.093	
Attainment 8	34.95	36.61	
Basics 9-7	6.3	7.3	
Basics 9-5	34.4	43.8	
Basic 9-4	53.1	63.5	
EBacc strong pass	0.0	4.2	
EBacc standard pass	0.0	5.2	

Academy attendance targets

	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>national average 2018</i>
Attendance	96%	96%	
Persistent absence			

Year 11 Achievement Review (Jan 19)

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	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>Distance from national average 2018</i>
Progress 8	-0.211	-0.151	
Attainment 8	37.13	40.56	
Basics 9-7	0	0	
Basics 9-5	20.0%	20.6%	
Basic 9-4	36.7%	42.3%	
EBacc strong pass	3.3%	3.1%	
EBacc standard pass	3.3%	6.2%	
Year 11 Achievement Review (Apr 19)			
	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>Distance from national average 2018</i>
Progress 8			
Attainment 8			
Basics 9-7			
Basics 9-5			
Basic 9-4			
EBacc strong pass			
EBacc standard pass			
July 2018 GCSE results (for benchmarking purposes)			
50 Students Dis / 103 Non Dis, Total Cohort 153	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>All Pupils Nationally 2018</i>
Progress 8	-0.177	-0.236	
Attainment 8	3.61%	36.39%	
Basics 9-7	2.0%	3.9%	
Basics 9-5	26.00%	25.5%	

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Basic 9-4	44.0%	39.9%	
EBacc strong pass	8.0%	7.2%	
EBacc standard pass	12.0%	11.8%	
Attendance of disadvantaged students			
	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>All Pupils Nationally 2018</i>
Attendance	92.7	94.64	94.6
Persistent absence	28.2	13.9	23.5
Achievement targets in other year groups			
	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	
Year 7	31.79	37.21	
Year 8	32.26	38.61	
Year 9	38.90	46.07	
Year 10	40.22	44.26	

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2. Disadvantaged students' barriers to achievement		
In-school barriers (<i>issues to be addressed at the academy</i>)		
A.	Recruitment and Retention of high-quality staff to enable quality first teaching for all pupils	
B.	Behaviour and attitude learning - low aspirations and expectations leads to persistent low levels of disruption.	
C.	Parental Engagement – communication and involvement of parents in providing positive support for pupils.	
External barriers (<i>issues which also require action outside the academy, such as low attendance rates</i>)		
D.	Regular attendance and punctuality of pupils to school and lessons	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Progress for disadvantaged students is at least in line with other students because of high quality teaching, and regular monitoring and intervention.</p> <ul style="list-style-type: none"> Teaching and learning team established with explicit roles and responsibilities to support staff in delivering Pupils achieving/exceeding their MEG's in line with national average. Particular focus on Year 11 through RAP meetings every week, and all other years monitored through data collection every half term. Data tracked and monitored to check progress and if interventions are having an impact – then make adjustments. Ensure that the allocation and spending of the pupil premium was given high priority in terms of staffing. <p>Data:</p> <ul style="list-style-type: none"> Data collection every half term. Q A cycle – Learning walks, books scrutiny, lesson observations. Marking of PP students is a focus for all teachers – quality of feedback leads to improved outcomes. Coaching Model. Staff identified as requiring support through learning walks / observations become a priority. Staff capability reported back to SLT on weekly basis as standing agenda item CPD Opportunities. Regular CPD that supports whole school initiatives as a priority – identified through AIP Intervention logs/ intervention timetables (Year 7 – 13 Inc. NSR, Alt curriculum, Alt Ed). Reported to SLT on weekly basis as standing agenda item. 	<ul style="list-style-type: none"> All pupils meeting or exceeding their MEG in line with national average (FFT20 targets). All pupils know what their MEGs are and are aware of how to achieve them – quality feedback from staff. (DRET LW Q's) All teachers know which pupils are eligible so that they can take responsibility for accelerating progress (teaching files Inc. seating plan with PP identified, appropriate strategies used). Consistently good and outstanding teaching in lessons as the first point of intervention for disadvantaged pupils. Outcomes to be included as part of teacher performance management targets. Teaching and Learning team supporting staff with effective CPD strategies related to improving teaching and learning for PP helping remove barriers to learning. Support staff (particularly teaching assistants) are highly trained and understand their role in helping pupils to achieve. Leaders at all levels, including governors, prioritise the achievement of disadvantaged pupils. All pupils accessing a broad and rich curriculum – support is given to ensure that all pupils have full access to broad educational experiences. (Common curriculum / Intervention / enrichment) Strategic planning at points of transition have high impact on outcomes and destinations. (Year 6-7, Ks3-Ks4, Ks4-Ks5 / other). Leading to increased numbers in Year 7 / better, more appropriate option choices/ improving links to 6th form and retaining pupils in year 12. <p><i>Never confuse eligibility for the pupil premium with low ability.</i></p>

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	<ul style="list-style-type: none"> Schemes of learning – using the common curriculum to ensure SoL are fully differentiated and meet the needs of all pupils. SLT mentoring for PP identified as underachieving (in year 11). 	<p><i>Do not rely on interventions to compensate for less than good teaching.</i></p> <p><i>Resource: The pupil premium: what Ofsted looks at (March 2017).</i></p>	
B.	<p>Behaviour and attitude to learning - low aspirations and expectations leads to persistent disruption by some pupils.</p> <ul style="list-style-type: none"> Staff value pupils' personal development, behaviour and welfare needs and do not use them as excuses for low achievement. Staff are clear on systems and processes around behaviour for learning expectations. YM are aware of PP pupils in their year groups and are clear on how to work with them proactively. HoY are aware of PP pupils in their year group and have a clear overview of their academic expectations. Clear messages of behaviour expectations established throughout the Academy, re – enforced through assemblies and displays around academy. Staff are aware of how to report ATL appropriately for data drops Tutors display attendance data in classrooms and regularly discuss rewards and sanction data with tutees. Pupils identified of being at risk of sanctions due to poor behaviour provided with a report with targets that will be reviewed daily / weekly. Clear lines of communication with parents of sanctions and rewards policy and the support they need to provide. <p>Data:</p> <ul style="list-style-type: none"> Reduced occurrences of FTE. Reduced Behaviour incidents / re offending behaviours (Bromcom). Increased levels of positive responses logged (Bromcom). Attendance of Careers meetings. Increased communication with parents Report outcomes – fewer pupils on report Academic outcomes of PP pupils in each year group Number of PP pupils on trips and visits – improving their cultural capital and therefore raising aspirations and expectations. <p><i>(Resource: The pupil premium: what Ofsted looks at (March 2017))</i></p>	<ul style="list-style-type: none"> Pupils know and understand class and staff expectations. Behaviour for learning expectations are made clear through what staff and pupils say and do – modelling of expectations. Positive / improved ATL scores on reports. Staff increase positive to negative ratio for rewards and sanctions verbally and as reported on Bromcom (3:1). Alternative, Inclusive curriculum for our most vulnerable and at risk students of Perm Ex or FTE. Reduced number of FTE. HoY & SPAs working in partnership to ensure identified PP pupils in their year group are making expected progress, supporting where required to enable this. Pupils attend careers advice sessions and have a full understanding of all their options Student focus meetings to identify next steps (Team around the Student, DSL, and EHA). Discretionary funding for Pupils to enable them to access enrichment activities and increases their cultural capital e.g. school trips, music lessons. 	

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<p>C.</p>	<p>Parental Engagement – communication and involvement of parents in providing positive support for pupils.</p> <ul style="list-style-type: none"> • Expecting high levels of parental engagement • Establishing clear lines for communication regarding pupil progress and expectations – Tutor – YM – HoY • Greater support from parents in relation to academic progress, e.g. year 11 parent study events / how to revise. • Options evenings information - KS3-4 / KS4-5 <p>Data:</p> <ul style="list-style-type: none"> • Parent governor attendance to mtgs • Parents evening register. • Parents forum register. • Engagement on parent questionnaires. • HAC outcomes • Records of contact with parents – positive & negative - BROMCOM <p><i>Resource: The pupil premium: what Ofsted looks at (March 2017).</i></p>	<ul style="list-style-type: none"> • Increased levels of communication with parents to inform them of school activities and initiatives – PS engage / written / email / text • Improved parent attendance on parent’s evenings/forums. • Improved attendance for transition events – yr6-7 / 11-6th form leading to increased PAN • Reduced number of HACs • Positive responses on Parent forum questionnaires • Development of PTA to support activities such as fundraising • Parent governors demonstrating greater understanding and becoming more involved in holding school to account. 	
<p>D.</p>	<p>Regular attendance and punctuality of pupils to school and lessons</p> <p>Data:</p> <ul style="list-style-type: none"> • Attendance and Late register – Inventory / BROMCOM • EWO, Attendance officer and AP /VP to collate attendance and punctuality data - distribute to SPAs/ HOY and tutors to be discussed with pupils – focus on PP pupils. • Pupils who are identified as PA /Late placed on attendance report to tutor and monitored by tutors / SPAs • Pupils who are late kept in same day detention (where appropriate and safe to do so) to make up time lost. – Known consequences to non-attendance / lateness to school / lessons 	<ul style="list-style-type: none"> • All pupils to meet and exceed Academy attendance target of 96%. • Reduced levels of punctuality concerns, • Identified persistent internal truancy quickly identified and dealt with by SPAs • Reduced numbers of pupils in detention for lates • Use of registers to monitor attendance of intervention. 	

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4. Planned expenditure						5.
Academic year	2018/19					
The three headings below enable schools to demonstrate how they intend to use the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
1. Quality of teaching for all						2.
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?	COST
Progress for disadvantaged students is at least in line with other students because of high quality teaching, and regular monitoring and intervention.	<ul style="list-style-type: none"> Recruitment of high -quality staff overall to ensure quality first wave teaching as standard. Re-structure of support staff to develop a Language & literacy and numeracy intervention team including use of Accelerated Reading Staff training on Principals of Instruction Additional teaching sessions after school and through holidays 	<ul style="list-style-type: none"> Data shows that our pupils are underachieving in English, Maths and Science (SISRA). Pupil identified through RAP process for Year 11. Year 7 identified as NSR (SATS and NGRT). Year 8/7 alternative curriculum identified through FTE/behaviour data. Pupils identified as below ARE for reading / literacy & numeracy across all year groups 	<ul style="list-style-type: none"> Pupils identified from RAP meeting placed on intervention timetable. Attendance monitored through Bromcom register. Monitoring and Analyses of data after each AP. Monitoring and Analysis behaviour and attendance data. Observation of intervention sessions. Scrutiny of work carried out in intervention sessions. Scrutiny of intervention logs of staff and students. Pupils achieving ARE in literacy and numeracy by end of academic year. PP pupils / NSR and alternative curriculum are making expected / ARE progress by end of academic year Monitor and evaluate Implementation of Accelerated Reader (DRET Wide) 	NFO / RDS / MW T& L Team	Every 4 to 6 weeks for intervention QA cycle for all staff. Performance Management cycle	Additional tuition @£30 per hour 200 hours £6000

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High Quality / High impact Teaching and Learning	<ul style="list-style-type: none"> Grow and develop a teaching and learning team. Carry out quality assurance including work scrutiny's and lesson observations. Carry out Mentor and coaching programmes to ensure all staff are able to provide quality first teaching as first wave intervention in lessons. 	<ul style="list-style-type: none"> EEF research suggests that High Quality first wave teaching from well qualified knowledgeable teachers can improve the educational outcomes for pupils, narrowing the progress and attainment gaps. 	<ul style="list-style-type: none"> Teaching and learning team to carry out quality assurance process. Work scrutiny, RAPS, Data Analysis, Learning Walks, and Pupil Voice. 	NFO, MRL, SM, RDS, SLs and HoF	Every 4 to 6 weeks.	Resources allocate to QFT including subscriptions to online resources e.g. Maths watch GCSE POD, SMHW £11500
Total budgeted cost					£17500	
2. Targeted support						3.
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?	Cost
Small Group intervention improves students progress towards their MEG Behavioural intervention reduces the number of FTE, PEX and lesson removals	<ul style="list-style-type: none"> Use of intervention teachers for English Maths and Science. Recruitment of Behaviour support workers to develop the inclusion centre Use of external agencies and counselling services to support vulnerable students 	Pupils who have specific, individual targets and opportunity to discuss progress will become more aware of what they need to do to improve and become more accountable for their own learning.	<ul style="list-style-type: none"> Maintain records of meetings and targets Use internal/external QA process to verify impact 	RDS / NFO/ SLT	March 19	Intervention staff x3 + x1 intervention FTE also used for cover internal staff £135,210.30 x 70% = £94647 Part Cost of behaviour support staff 3 @ £200 p/d =£150000 part funded@60% £90000 Funding for additional
Total budgeted cost					£184647	

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3. Other approaches					i.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	COST
Ensure all PP students improve their cultural capital and have equal opportunities and access to enrichment activities where cost is a barrier to achieving potential. Improve communication and engagement with parents.	<ul style="list-style-type: none"> Support PP pupils with cost of enrichment activities such as music / dance lessons Provide opportunities for PP pupils to enrichment activities for free. DRET Sporting activities DRET Choir CCF opportunities Fund prom tickets as reward for academic progress 	Research has shown that pupils who are from disadvantaged backgrounds have less opportunity to gain cultural capital through not being able to access enrichment activities such as school trips / music lessons due to lack of funds.	<ul style="list-style-type: none"> Monitoring enrichment activities registers Ensure DRET activities open opportunity for all 	RDS/ SLT	£7300
Total Proposed 2018/19 cost				£209447	
Ongoing costs carried forward				0	
Total				£209447	
3. Review of expenditure					4.
Previous Academic Year		2017/18			
ii. Quality of teaching for all					iii.
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Evaluation (and whether you will continue with this approach)	Cost	

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Ongoing costs into 2018/19 -					
iv. Targeted support					v.
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Evaluation (and whether you will continue with this approach)	Cost	
vi. Other approaches					vii.
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Evaluation (and whether you will continue with this approach)	Cost	