

Pupil premium strategy statement - Longfield Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	890
Proportion (%) of pupil premium eligible pupils	28.7% (256 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 to 2027/28
Date this statement was published	3 December 2024
Date on which it will be reviewed	by 3 December 2025
Statement authorised by	Felix Donkor (Principal)
Pupil premium lead	Matt Lowe
Governor / Trustee lead	Kathryn Myers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£268,275

Part A: Pupil premium strategy plan

Statement of intent

At Longfield Academy, we ensure that all students have the opportunity to make excellent progress and succeed. Our small school structure allows us to have a personalised provision that is not only linked to aspects of achievement in the classroom, but also attendance, aspiration and wider experiences. We therefore use the PPG strategically to support disadvantaged students to ensure that they 'achieve beyond expectations'. However, through our provision we aim to help broaden the support we offer to other groups of students where appropriate.

Our core objective is to close the attainment gap between our disadvantaged students and other students. We will do this by providing more student support via teaching assistants, mentors, additional classes and learning resources to disadvantaged students.

We will encourage opportunities to see how the world works outside of their local communities in order to heighten their aspirations, and further develop their cultural capital. We intend to operate enrichment opportunities where students are taken through a range of exciting opportunities to increase exposure to the wider world; through workshops, trips/visits, and skill-based experiences. We also intend to make school a more engaging place to be by providing enrichment opportunities and other activities beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Progress: research shows that students who are classified as disadvantaged, are likely to make less progress than their non-disadvantaged peers.
2	Attendance: our most disadvantaged students have lower attendance figures, historic attendance issues and poor punctuality, much of which is parentally condoned.
3	Limited extra curricular involvement: disadvantaged pupils have limited outdoor experiences and opportunities to develop skills or interests, for example music, sports, technology, and business. Increasing their exposure to these fields will support their learning, build confidence and improve their mindset towards acquiring transferable skills.
4	Limited access: not all students have access to a suitable device or stable internet to complete school work. The school is becoming increasingly digital with all homework being set online and all lessons available online for revision. Disadvantaged pupils also have less access to equipment and learning resources, including scientific calculators and revision guides.
5	Lower literacy: many of our disadvantaged students have struggled with literacy. This can impact upon the student's ability to fully engage with the curriculum.
6	High levels of anxiety especially in relation to exams/assessment, but also part of a wider range of increased mental health concerns. Some of this can be traced back to impacts of the COVID pandemic.
7	Parental engagement: ensuring that our entire community sees the value of education, and the importance of school in the development of young people. At present, some of our most disadvantaged pupils struggle to engage with education, in part because parents themselves do not see a benefit to it.

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
To improve rates of progress for all disadvantaged students.	Whole school P8 figures for disadvantaged pupils will continue to improve upon the previous academic year and the national average.
Increased abilities in literacy, closing the gap between disadvantaged and non-disadvantaged pupils.	Intervention records show the gap between disadvantaged and non-disadvantaged pupils closes over the academic year.
To improve the attendance of disadvantaged pupils, in line with national average statistics.	- Attendance of disadvantaged pupils to improve. - Percentage of persistent absenteeism among disadvantaged pupils to reduce.
To have in place interventions for disadvantaged pupils to improve attainment, and support social, emotional and mental health.	- Records indicating uptake of targeted interventions offered to disadvantaged students. - Evidence from pupil impact surveys show improvements to wellbeing.
To improve aspirations, cultural capital and extracurricular involvement for disadvantaged pupils.	- All disadvantaged pupils to have participated in enrichment events in module 6. - Improvement in the engagement of disadvantaged pupils with extra-curricular activities, trips and clubs.
To improve access to resources and opportunities for all pupils.	- To further roll out the chromebook loan scheme so that all students joining the school have a working device provided. - To enable access to PPG funding for children who require support for providing essentials (e.g. calculators, books, uniform) and involvement in extra-curricular (e.g. trips, supplementary lessons).

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £128, 772 (48% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ and retain high quality teachers of English, and other core subjects.</i>	Ensuring we are able to employ the highest quality of teaching staff, means that we can bring the best standards of teaching and learning to the academy. It also means we can work to reduce class sizes where possible. EEF Toolkit (EEF)	1
<i>Employ and retain high quality Lead Practitioners to develop Teaching & Learning at the Academy.</i>	The EEF Toolkit clearly indicates that effective teaching and learning, and collaborative sharing of good practice, can provide extensive benefits to students. EEF Toolkit (EEF)	1
<i>Employ and retain specialist teachers and support staff, to teach in our Specialist Resource Provision (Spectrum Centre) and support students with high levels of SEND.</i>	The EEF Toolkit suggests that reduced class sizes, and students being appropriately organised within settings, can benefit from 3 months added progress. EEF Toolkit (EEF)	1
<i>Access to technology through the Chromebook scheme.</i>	Access to technology enables teaching staff to develop a wider range of more effective teaching and learning strategies. Research by the EEF also suggests it offers ways to improve the impact of pupil practice, assessment, and the quality of explanations and modelling. Using digital technology to improve learning (EEF)	1, 4 and 5
<i>Use of specialist literacy tools to assess students' abilities and needs.</i>	The EEF Toolkit provides evidence to suggest that improved reading comprehension can add up to 6 months progress. It can also open up the wider curriculum to students, improving their access. EEF Toolkit - Reading Comprehension	1 and 5

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

Budgeted cost: £80,482.50 (30% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching assistants contributing to 1:1 or small group support.</i>	The EEF Toolkit provides evidence to suggest that effective deployment of teaching assistants can add up to 4 months progress. EEF Toolkit - Teaching Assistant Interventions	1, 5 and 6
<i>Literacy interventions</i>	The EEF Toolkit provides evidence to suggest that effective small-group interventions can add up to 4 months of progress. The toolkit is equally forthcoming with evidence to support 1:1 tuition, which is provided where possible and appropriate. EEF Toolkit - Small Group Tuition EEF Toolkit - One to One Tuition Evidence from the EEF also suggests that literacy interventions are particularly impactful, given that they pave the way to accessing the wider curriculum with greater ease.	1 and 5
<i>Small-group English mentor</i>		1 and 5
<i>MyTutor programme</i>		1 and 5

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

Budgeted cost: £59,020.50 (22% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Student Support Mentors in school to improve wellbeing and engagement.</i>	The EEF Toolkit provides evidence to suggest that boosting parental engagement can add up to 4 months of progress.	1, 2, 6 and 7
<i>Retention of a school counsellor x2 days per week.</i>	EEF Toolkit - Parental Engagement Further research also demonstrates the importance of providing effective communication.	1, 2, 6 and 7
<i>Funding of the Attendance and Welfare Officer.</i>	Working with parents to support children's learning (EEF) Behaviour interventions provided by the SSMs are also evidenced as impactful under the EEF Toolkit. EEF Toolkit - Behaviour Interventions	2, 6 and 7
<i>Contribution of funding towards other interventions for wellbeing and pastoral care of students.</i>	The provision of specialist support (e.g. mental health support services) in the academy by both internal staff and external specialists.	2 and 6
<i>Funding for trips, visits and other opportunities.</i>	The development of cultural capital is vital for students to be aspirational about the future, and henceforth enthused about their education.	3 and 6
<i>Funding for private music lessons.</i>	The EEF Toolkit provides evidence to suggest that arts participation can add up to 3 months of progress. EEF Toolkit - Arts Participation	3 and 6
<i>Uniform and equipment.</i>	Many disadvantaged students may find themselves struggling to access the same equipment as their peers, and so we have provision in place to support families where required.	1 and 4

Total budgeted cost: £268,275 (100% of funding)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that whilst overall progress-8 remained negative, there was an improvement of approximately +0.2 on the previous academic year.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently). The data demonstrates through attainment-8 that in the last academic year, we saw a small closure to the attainment gap between PP and non-PP students. The P8 for children with an ECHP was positive overall.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The academy is aware more work is required to improve outcomes with our disadvantaged pupils, but this is being hampered by poor attendance which is mostly parentally condoned. Whilst our interventions have continued to assist the majority of students, there remains a minority of very difficult to reach pupils and families which we will continue to address.

Based on all the information above, the performance of our disadvantaged pupils has not yet met expectations, and we are at present slightly behind to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that most of our interventions and funding was spent on effective measures that were well received by those who accessed them. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Objectives from 2023-2024 report	Intended Impacts / Outcomes	Impact / Outcome
To improve rates of progress for all disadvantaged students.	Whole school P8 figures for disadvantaged pupils will continue to improve upon the previous academic year and the national average.	Whilst the gap did fluctuate at times last year, a general pattern of shrinking was seen. Unfortunately, attendance likely caused this to be inconsistent.
Increased abilities in literacy, closing the gap between disadvantaged and non-disadvantaged pupils.	Intervention records show the gap between disadvantaged and non-disadvantaged pupils closes over the academic year.	Literacy impact reports from the end of last year show that all pupils made some level of progress with literacy and reading rates. Further interventions such as 1:1 support, Lexia, Reading buddies and tutor-led reading have contributed to progress as they are showing positive outcomes and are well received by staff and students.
To improve the attendance of disadvantaged pupils, in line with national average statistics.	- Attendance of disadvantaged pupils to improve. - Percentage of persistent absenteeism among disadvantaged pupils to reduce.	Overall academy attendance improved slightly last year, but remains slightly below national averages. Although still above national average figures, persistent absences did reduce by 5% on the previous academic year.
To have in place interventions for disadvantaged pupils to improve attainment, and support social, emotional and mental health.	- Records indicating uptake of targeted interventions offered to disadvantaged students. - Evidence from pupil surveys show improvements to wellbeing.	8 different interventions* were supported by PP funding at any given stage last year. - Last year, over 65% of the students who accessed interventions were classed as disadvantaged. - Pupil impact surveys from all of the interventions (many of which are supported by PP funding) show a 4.5 (of 5) average score for "the intervention improved my wellbeing" and a 4.3 (of 5) average score for "the intervention had a positive impact on mental health". This feedback rating has not dropped since last year, indicating that the uptake and confidence of interventions is effective *1:1 Counselling (in-house), Kent Minds, Fitter Stronger, ELSA, Family Liaison Officer (FLO), Life Coach, Risk-it, 1:1 Counselling (external).

To improve aspirations, cultural capital and extracurricular involvement for disadvantaged pupils.	• All disadvantaged pupils to have participated in events of enrichment week in module 6. • Improvement in the engagement of disadvantaged pupils with extra-curricular activities, trips and clubs.	The PPG funding continued to support children who needed it last year, removing barriers to their engagement in academy life. • 145 sets of revision resources, equipment etc. • 20 sets of uniform • 22 trips and visits, including residential • 10 contributions to private music tuition • 7 DofE Award places/expedition costs • Contributions to enrichment week trip planning to ensure equal access. All children were given the opportunity to participate in enrichment week. All students at the academy now have a loan chromebook issued to them by the chromebook scheme.
To improve access to resources and opportunities for all pupils.	• To further roll out the chromebook loan scheme so that all students joining the school have a working device provided. • To enable access to PPG funding for children who require support for providing essentials (e.g. calculators, books, uniform) and involvement in extra-curricular (e.g. trips, supplementary lessons).	

Externally provided programmes

Programme	Provider
Online tutoring intervention and catch-up (various subjects)	MyTutor
Interventions (contributed to by PP funding)	Kent Minds