

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Louth Academy
Number of pupils in school	854
Proportion (%) of pupil premium eligible pupils	39.70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr P Dickinson, Principal
Pupil premium lead	Mr P Donnelly, Vice Principal
Governor / Trustee lead	Mr P Bond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£365,945
Recovery premium funding allocation this academic year	£96,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£462,545

Part A: Pupil premium strategy plan

Statement of intent

At Louth Academy we provide all students with a rich, fulfilling deep education. We aim to broaden their minds and raise students' expectations, empowering them with knowledge and skills that will enrich our community, provide a platform for future success in the world of work and their role in society. The Academy recognises the challenges presented by the local context of Lincolnshire, and against this backdrop, seeks to raise aspirations amongst all students. Our intention is to ensure students have high expectations for themselves and an ambitious vision for their future.

Our intent is for all students to experience an exceptional quality of education, enabling them to thrive not only academically, but also in terms of their personal development. The educational journey is designed to meet the needs of all learners, in being both ambitious and also in removing any potential barriers to learning.

The focus of this strategy is to support disadvantaged students and the challenges which these students face will be considered, however, the activities outlined in this statement of intent are intended to support all students whether they are disadvantaged or not.

In line with EEF guidance, Louth Academy will implement a three-tiered approach to the Pupil Premium, focusing on improving teaching, targeted support and wider strategies.

High quality teaching across the curriculum is fundamental to our approach. The Academy supports the EEF view that "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending."

A key part of our approach is targeted support which includes increasing access to intervention, including additional tutoring. In this strand, we are particularly aware of the importance of mitigating the impact of the pandemic for individual students.

The final strand of our approach is to raise aspirations and to increase opportunities for all students. This will be addressed through increased pastoral support for vulnerable students, support from external agencies and access to additional curriculum-based provision, particularly in Music, the Arts and in Sport.

Challenges

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

Challenge number	Detail of challenge
1	<p>Historically, Pupil Premium students' progress in English is below national levels</p> <p>Assessments on entry to Year 7 for 2021 indicate that over a third of our disadvantaged pupils have a reading age below their chronological age. This pattern is repeated in the other year groups in the Academy. Year 11 outcomes show that there is still an attainment gap between the disadvantaged cohort and their non-disadvantaged peers when they leave the Academy though it is narrowed during the time students are at the Academy (English GCSE outcomes Summer 2021 the percentage attaining a standard pass for disadvantaged students was 58.3% and for non-disadvantaged 66.4%).</p>
2	<p>Historically, Pupil Premium students' progress in maths is below national levels.</p> <p>Initial teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. CATS assessments of quantitative ability on entry to Year 7 for 2021 indicate that 65.9% of our disadvantaged pupils were working below a standardised score of 100. Year 11 indicate that the attainment gap widens between the disadvantaged cohort and their non-disadvantaged peers (Maths GCSE outcomes Summer 2021 the percentage attaining standard pass for disadvantaged students was 47.9% and for non-disadvantaged 60.5%).</p>
3	<p>Lower literacy levels of Pupil Premium students on entry may prevent them making good progress across the curriculum.</p> <p>Initial diagnostic assessments highlight Pupil Premium students display lower levels of literacy than non-disadvantaged students when they join the Academy. Low levels of literacy impact negatively on students accessing the wider curriculum. This negatively impacts on the progress and attainment at of Pupil Premium students. Due to the pandemic, students' knowledge and skills has been negatively affected which needs to be redressed to ensure that students make progress across the curriculum.</p>
4	<p>Improve quality of teaching to maximise the educational experience of all learners.</p> <p>We believe that due to lost learning that has occurred as a result of the pandemic the need to focus on high quality teaching is greater than ever. Evidence suggests that despite the extensive programme of home learning opportunities available, there were students who did not engage with this programme to its full extent. High quality classroom delivery is vital to identify knowledge gaps and allow all students, particularly Pupil Premium students, to develop understanding across the breadth of the curriculum. By providing extensive CPD opportunities for staff we hope to positively impact on the quality of teaching allowing staff to support students by ensuring lessons are engaging, challenging and suitably differentiated to meet the needs of all learners. We also aim to ensure that teachers are well equipped to deliver their subjects and that a positive learning environment prevails throughout all lessons and wider curriculum themes can be explored.</p>

5	<p>Low aspirations of students make them vulnerable to underachievement.</p> <p>Our observations over time suggest that many disadvantaged students have low aspirations, lack positive role models and have limited family support. This has been compounded by the pandemic. Our assessments and discussions with students and their families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures and the economic and social impacts of the pandemic to a greater extent than for other students. This is backed up by national research.</p>
6	<p>Attendance rates for Pupil Premium students are below Academy figures for non-disadvantaged students. This can have a serious impact on progress and outcomes.</p> <p>Our attendance data for 2020-21 indicates that the average attendance for disadvantaged pupils was 87.22% whereas for the non-disadvantaged group it was 91.43%. For 2020-21, 56.18% of students in the Academy who met the threshold for persistent absence were in receipt of Pupil Premium. National research and our own assessments and observations indicate that regular attendance at the Academy is vital for student attainment.</p>
7	<p>The pandemic has also interrupted initial teacher training (ITT) programmes and professional development for early career teachers (ECTs). Our observations and discussions with staff and students suggest staff in the formative stages of their career (including ECTs) are less confident at fully embedding strategies for PP students in their classrooms. There will be a particular focus on developing staff to improve strategies to help students embed skills and knowledge across the curriculum.</p>

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
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<p>Levels of academic progress in English for Pupil Premium students to be in line with non-disadvantaged students.</p>	<p>Close the gap between the English scores of pupils that are Pupil Premium with the scores of non-disadvantaged nationally.</p> <p>By the end of our current plan in 2024/25, KS4 outcomes demonstrate that disadvantaged pupils achieve attainment scores in English that are in line with their non-disadvantaged peers.</p> <p>Pupil Premium students across all year groups to close the attainment gap in English with their peers. This will be observed by teachers across the curriculum and evidenced by internal data. Effective data analysis used to identify and redress gaps in student knowledge. Identify and allocate interventions to disadvantaged students who require this support. Interventions will be analysed to ensure effectiveness.</p>
<p>Levels of academic progress in maths for Pupil Premium students to be in line with non-disadvantaged students.</p>	<p>Close the gap between the maths scores of pupils that are Pupil Premium with the scores of non-disadvantaged nationally.</p> <p>By the end of our current plan in 2024/25, KS4 outcomes demonstrate that disadvantaged pupils achieve attainment scores in Maths that are in line with their non-disadvantaged peers.</p> <p>Pupil Premium students across all year groups to close the attainment gap in Maths with their peers. This will be observed by teachers across the curriculum and evidenced by internal data. Effective data analysis used to identify and redress gaps in student knowledge. Identify and allocate interventions to disadvantaged students who require this support. Interventions will be analysed to ensure effectiveness and progress tracked.</p>

<p>Improve literacy skills for Pupil Premium students in to enable better access to the curriculum. Literacy levels of Pupil Premium students will have increased from entry so that they can successfully access the secondary curriculum allowing students will make their expected levels of progress. Increased numbers of students in receipt of the Pupil Premium will also read for pleasure through increased exposure to both fiction and non-fiction texts.</p>	<p>Progress 8 scores for Pupil Premium students in line with national figures at the end of our current plan (2024-25).</p> <p>All Pupil Premium students have a reading age of at least 9.6 to enable access to the curriculum. Where this is not the case, specific difficulties will be considered and appropriate assessment and support will be in place. This will be the expectation for each year of the plan and the progress of each cohort will be tracked throughout the duration of the plan to ensure that improvements are sustained.</p> <p>All teaching staff to receive training on the National Literacy programme during 2021/22 to further embed literacy across the whole curriculum.</p>
<p>Improve quality of teaching to provide learners with the best possible educational experience. This will not only focus on effective sequential learning but also wider themes and cultural capital.</p>	<p>Overall standard of teaching be judged at least good by senior leadership following rigorous internal evaluations.</p> <p>All curriculum areas to work with senior leaders and line managers in 'deep dive' scenarios to evaluate the quality of teaching in each subject.</p> <p>Analysis of student attainment across all curriculum areas with focus on performance of key groups, particularly disadvantaged students.</p>
<p>Raise aspirations of Pupil Premium students to ensure better motivation towards their studies.</p>	<p>Pupil premium students will have an understanding regarding their targeted outcomes and a clear idea for Post-16 and therefore an improved motivation to study.</p> <p>Increased opportunities for Pupil Premium students to partake in extra-curricular activities and educational visits.</p> <p>All Pupil Premium students have access to the wider curriculum themes which enrich and extend the curriculum. Student awareness and understanding of these themes to be measured through qualitative data attained from student voice/surveys.</p>
<p>Raise Pupil Premium attendance to national average for all students.</p>	<p>The gap between attendance percentages for Pupil Premium students and non-disadvantaged students should narrow. Whole Academy attendance to be at 95% by 2024/25.</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: £277,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of diagnostic assessments as tools to inform future planning and interventions. Scrutinise internal data through standardised GL assessments and purchasing SISRA and FFT to allow detailed data analysis of student attainment to aid planning.</p>	<p>Research suggests that frequent low stakes assessment provides a holistic view of student progress which, therefore, improves student outcomes. EEF research states that standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Teachers and Curriculum Leaders will identify disadvantaged students who are underperforming and target in class interventions.</p> <p>Teachers will ensure they know who disadvantaged students are and identified in data, planning and seating plans</p>	<p>1, 2, 3, 4 and 7</p>
<p>Sustained focus on CPD opportunities for staff by providing increased level of provision in this area. Purchase of external programmes such as National College and WalkThrus to support delivery of internal CPD programme.</p> <p>Curriculum Leaders to have access to subject specific training materials which will enhance the quality of teaching within their curriculum area.</p>	<p>NFER research shows that high quality teaching and learning can make 12 months difference in student progress.</p> <p>EEF research shows that it is important to develop the subject knowledge of teachers but also to focus on teacher's knowledge of how to teach that particular subject.</p>	<p>1, 2, 3, 4 and 7</p>

<p>Implement a whole Academy approach to understanding, using and embedding strategies of Rosenshine and Cognitive Load Theory in all subject areas.</p>	<p>EEF research suggests that this programme, if implemented effectively, can accelerate student learning by 4 months.</p>	<p>4 and 7</p>
<p>Promoting literacy across the curriculum, particularly the reading of extended texts across the curriculum and of reading for pleasure. Refurbish the library on the lower site to emphasise the importance of reading to students. This will require the purchasing of additional resources including a variety of texts, subject specific materials and book vending machines for both sites.</p>	<p>Whole school approaches, which address multiple elements of school provision, can produce substantial improvements in academic outcomes (e.g. Sharples et al., 2011). We will follow the approach to disciplinary literacy and the seven recommendations made by the EEF in line with the view that: “literacy is key to academic success across the curriculum” and an awareness that “Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading” (EEF Improving Literacy in Secondary Schools).</p>	<p>3</p>
<p>Purchase of the National Literacy Trust training programme. This will be delivered to all staff to emphasise the focus on literacy across the Academy and help increase opportunities for reading to take place across the breadth of our curriculum.</p>	<p>Whole school approaches, which address multiple elements of school provision, can produce substantial improvements in academic outcomes (e.g. Sharples et al., 2011). We will follow the approach to disciplinary literacy and the seven recommendations made by the EEF in line with the view that: “literacy is key to academic success across the curriculum” and an awareness that “Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading” (EEF Improving Literacy in Secondary Schools).</p>	<p>3</p>
<p>Offer enhanced support and professional development opportunities for ECTs and recently qualified teachers.</p>	<p>EEF evidence identifies the need for new and recently qualified teachers to feel supported in order for them to make good progress towards their targets and to teach high quality lessons resulting in good student progress. Our research and discussion with student groups and parents indicates that lack of subject specific and general educational resources is a key barrier to learning for a number of students.</p>	<p>7</p>

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

Budgeted cost: £115,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise the school-led tutoring grant in order to provide face to-face opportunities for students to access additional tutoring sessions. Tutoring sessions will be used to address identified gaps for students in Maths, English and across the wider curriculum.</p>	<p>The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.</p>	<p>1, 2 and 3</p>
<p>Additional learning support provision to support students who havw difficulties in accessing the curriculum and to ensure suitable access arrangements are in place for examinations.</p> <p>Identified students with low literacy levels to have curriculum time for reading tutorials (taught in reduced group sizes). Reading and spelling levels to be regularly assessed and interventions put in as appropriate. Small group / 1:1 literacy and numeracy support to be delivered by teaching assistants for identified students.</p>	<p>Small groups taught by specialists allow for targeted skill development and high-quality feedback. The Sutton Trust found that “Mastery learning” had a “moderate impact for a very low cost”. By focusing on mastery and quality feedback (“high impact for very low cost” students at Key Stage 3 are able to focus on making progress against their own starting points, building deeper learning and skill development in preparation for GCSE study. The Sutton Trust found that reducing class sizes through the additional of extra groups had “moderate impact”. It allows for more targeted teaching and more teacher contact. Taking this approach from Year 7 onwards is in line with Ofsted’s 2013 recommendation of taking “a long-term view” rather than focusing only on Year 11 interventions.</p>	<p>1 and 2</p>

<p>Utilise internal staff to offer additional face-to-face intervention opportunities for students in all years to access additional sessions in English and Maths.</p> <p>Increase provision in this area to allow staff to provide targeted after school sessions to further support disadvantaged students.</p>	<p>Targeted mentoring has a positive impact historically in the Academy. Academic tutorial focuses on teaching learning skills. All sessions are taught by specialist teachers.</p>	<p>1 and 2</p>
<p>Revision sessions in holidays, weekends, evenings and lunchtimes.</p> <p>Targeted intervention sessions to take place during form time.</p>	<p>Evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. Greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. A recent evaluation for the Department for Education in the UK concluded that one of the greatest barriers to impact was achieving high levels of attendance. Offering a range of additional one to one sessions maximises attendance opportunities. All sessions are delivered by specialist teachers.</p>	<p>1, 2, 3 and 6</p>
<p>Breakfast revision sessions prior to examinations. Students to be provided with breakfast prior to mock and summer examinations.</p>	<p>A Cardiff University study reveals the link between eating breakfast and academic performance. Children who eat breakfast before school are two times more likely to score highly in tests and assessments than those who start learning on an empty stomach.</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £69,382

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance Team to meet regularly to monitor and track students with attendance concerns. Senior Leaders, Pastoral Managers and EWO to work collaboratively as part of a robust approach to attendance.</p>	<p>A recent evaluation for the Department for Education in the UK concluded that one of the greatest barriers to impact was achieving high levels of attendance.</p>	<p>6</p>
<p>Increase the access of students in receipt of the Pupil Premium to wider/ extracurricular activities including educational trips and other enrichment opportunities. The Academy will use Pupil Premium funding to fully support these students in attending educational visits.</p> <p>Provide free music tuition and instrument loan offered to Pupil Premium students.</p>	<p>In a report published in 2014, Ofsted cite the importance of educational visits and extracurricular provision in “raising aspirations and broadening experiences”.</p>	<p>3 and 5</p>
<p>Work with external providers to raise aspiration and motivation of all stakeholders through guest speakers and presentations.</p> <p>Provide regular opportunities for students to meet with representatives from a varied range of organisations providing information on post 16 pathways.</p>	<p>Research, such as that by Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives. This is exactly what we want to avoid happening to our learners. Involvement of all stakeholders is crucial, parental encouragement can have a profound impact on student progress and this, coupled with our school programme, should develop the aspirations of Pupil Premium students.</p>	<p>5</p>

Total budgeted cost: £462,545

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that although the Academy has been closing gaps in attainment for students in receipt of the Pupil Premium, the performance of some disadvantaged pupils was lower than in the previous three years in key areas of the curriculum.

In terms of the Key Stage 4 outcomes, 31.37% of students in Year 11 were in receipt of the Pupil Premium. 100% of these students attained at least one qualification. Attainment data for disadvantaged students in this cohort was lower than previous years but overall progress against starting points was improved in comparison with 2019 data (according to internal data and SISRA collaborative data). The attainment gap between disadvantaged students and their peers still does exist and will be a key focus of our strategy moving forward. The attainment gap is narrowing in English but has increased in Maths when using data from year 11 results in 2020/21.

Attendance at Sports clubs remained on a par with the previous year. A real success was the increased Music tuition for Pupil Premium students to 41 from 27 in 2019/20.

The Key Stage 3 curriculum has returned to a three year curriculum to allow more breadth and depth of knowledge, allow for more skill development and ensure that COVID catch up is effective. All curriculum areas have identified gaps in teaching and amended schemes of work accordingly. We regularly liaise with local feeder primary schools to highlight key areas needed to ensure a smooth transition. This structure enables us to organise learning to cover the National Curriculum content by using cross-curricular links, whilst also igniting passion for learning about each individual subject. Key Stage 3 is planned carefully to be completed within three years, this ensure students have the opportunity to embed key knowledge and skills before transitioning to Key Stage 4.

Despite being on track to achieve many of the aims of our previous strategy (2020/21), the outcomes we planned to achieve were therefore not fully realised. This is primarily due to the impact of Covid-19 with the national lockdown significantly impacting on the progress and well-being of students in receipt of the Pupil Premium. The Academy remained open to the children of key workers and vulnerable children throughout the lockdown periods. The delivery of a full timetable of live lessons through Microsoft teams, mitigated the impact of Covid to an extent but the Academy will continue to identify and intervene where the impact remains.

Attendance of disadvantaged students had been improving in previous years and the gap with their peers was narrowing year on year. Unfortunately, this positive trend was affected by the impact of the pandemic and our data shows a widening gap for Pupil Premium attendance and increased persistent absence amongst this group (2020/21). Ongoing strategies are in place to tackle this.

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 Tuition Programme	Vision
Reading Plus	Reading Plus
High Impact Study Skills	Maximize Your Potential

Further information (optional)

We also plan to target school tuition funding towards students in receipt of the Pupil Premium. Catch-up funding has also been directed towards students who have been most affected by the pandemic, this includes those in receipt of the Pupil Premium. The intent of the Academy's Pupil Premium Strategy and of the Academy's Catch Up Strategy's overlap in a number of areas and directly reflect the strategic aims set out in the Academy's development plan and, as such, activities utilising both funds will directly benefit students in receipt of the Pupil Premium.

