

Pupil premium strategy statement

This statement details our school trust 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 the effect that last year's spending of pupil premium had within our school trust is held on the individual websites of each of the individual schools within the Trust. 2021 is the first year we have written a one school trust pupil premium strategy statement.

School overview

Detail	Data
School Trust name	Learning Academy Partnership
Number of pupils in school	1575
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1 st December 2022
Statement authorised by	Miss Tracey Cleverly
Pupil premium lead	Mrs Emma Bone
Governor / Trustee lead	Mr Mark Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£546,070
Recovery premium funding allocation this academic year	£64,145
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£612,215

Part A: Pupil premium strategy plan

Statement of intent

Our School Trust is committed to ensuring that every disadvantaged pupil receives the best possible education and that gaps in outcomes are closed in all key outcomes. We want our disadvantaged pupils to flourish in all aspects of their education. The disruption children and young people have faced to their education during the pandemic has been extensive nationally and will likely have profound consequences. Attainment and educational progress particularly for those disadvantaged has been affected, but so too has their emotional and social development.

This pupil premium strategy plan aims to close the considerable gaps in attainment as a result of the pandemic and mitigate the impact of the pandemic on children's lives.

The key principles of this strategy plan is to build sustainable, long-term support in order to overcome the barriers of:

- *Rebuilding a culture of good attendance*
- *Support for the increasing number of families going into crisis*
- *Younger pupils (Early Years and KS1) and, in particular, Early Reading*

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates have fallen.
2	Gap has widened in all outcomes in early reading outcomes for eligible pupils
3	Gap has widened in Writing outcomes for eligible pupils
4	Significant increase in the number of eligible children and families going into crisis
5	Significant widening of gaps for younger eligible pupils (EYFS and KS1)

Intended outcomes & Evaluations

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Evaluations July 2022
A culture of good attendance is re-established across the school trust	More pupils are in school more of the time. Absence rates of eligible pupils are in line with national in all schools across the school trust and persistent absenteeism for eligible pupils is below nationals across the school trust	Evidence of an improving whole school culture of good attendance. Attendance is improving over time with focus on vulnerable groups. .
Gaps in early reading outcomes for all eligible pupils are closed. The bottom 20% in reading are targeted in a timely way to ensure that all pupils are reading by 6.	Gaps in early reading outcomes for eligible pupils are reduced to less than 10% across the school trust in the first year and in line with by the end of the third year.	Early reading outcomes show progress of pupils, including vulnerable groups. Outcomes in early reading are good in Y1 phonics and Y2 with.
Gaps in writing across the school trust for all eligible pupils are closed at both expected and greater depth.	Gaps in Writing outcomes for eligible pupils are reduced to less than 10% across the school trust in the first year and in line with by the end of the 3rd year	Writing development is supporting pupils in making progress so that gaps are reducing. This is an ongoing area of development with embedding this approach across the school.
A full time Family Support/Safeguarding Lead works with eligible pupils and families. Pupils and families are supported in a timely way to ensure that disruption to education is minimised and barriers are overcome.	Gaps that have arisen due to barriers experienced by the most disadvantaged pupils are closing and eligible pupils are in school, supported and ready to learn.	The number of families needing targeted support is rising. The development of a Family Support provision is having early impact on supporting families in the round, and this work to be targeting attendance is developing.

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: £482,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a whole school trust approach to the development of early reading through increased rigour and data analysis of the bottom 20% at more regular intervals and targeted external support and CPD for all teachers of reading and coaching for reading leaders. Investment in a school trust offer (external Systematic Synthetic Phonics provider to provide data around the lowest 20% and development days, coaching and precision teaching, 1:1s)	EEF guidance and reports ' <i>further research confirms young pupils' achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households remains wide</i> ' <i>The CST recommends using EEFs tiered methodology which is why we have looked at whole school approaches, targeted approaches and wider strategies.</i> <i>High quality teaching for all remains the single biggest priority. We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom (Prof Becky Francis, CEO,EEF)</i> Previous outcomes for those disadvantaged within our school trust (pre pandemic)	2
Creation of and recruitment of a full-time family support/Designated Safeguarding Lead	Evidence based data from within details that there is an increase in pupils and their families falling into crisis mirroring what is seen nationally. Intervening early has the best chance of enabling our pupils and families to be successful.	4 but impact will be on all
Establish a whole school trust approach to the teaching of writing through investment in a central English role and writing programme	Having a consistent approach to writing will directly improve the quality of provision and thus focus on Quality First Teaching. As evidenced above the EEF clearly states that improving the quality of teaching in every classroom is essential for all pupils but more so those eligible	3
Development of a school trust wide approach to pedagogy to support all pupils but particularly those eligible through regular and iterative CPD and	EEF National research – Rosenshine's principles Improving the quality of teaching in every classroom through ongoing high quality CPD	2,3,5

an incremental coaching offer.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed precision teaching and 1:1 coaching support in the teaching of early reading and maths through reading leader CPD/Development Days and incremental coaching with an early reading and fluency in Maths focus. Ensure that all teachers and support staff have the relevant professional development to ensure effective CPD	EEF guidance reports on effective teaching and 1:1 case studies Teacher Development Trust case studies Work as a National English Hub and PD leads in Maths Hubs EEF reports which state that all CPD must be regular and iterative.	2 and 4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-establish robust culture around	EEF guidance, https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf Attendance best practice, Improving school attendance: support for schools and local authorities (DfE guidance 2021) Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1

<p>good attendance through ensuring that an early approach for attendance is followed consistently which results in more children being in school more of the time.</p>		
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Total budgeted cost: £612,215

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 2021 to 2022 academic year.

We now have a dedicated family support who supports and challenges attendance intervening at the time of need and before it becomes a barrier. This has had an impact on the rise of eligible pupils being in school. Actions taken by the school have ensured that the gap is closing for eligible pupils and they are in school more.

The family support worker has also supported families in crisis which has ensured a more stable environment for vulnerable pupils who are then better able to access learning in school.

Our gap in early reading is closing. As a result of leadership actions this year, we are sustaining results above nationals in early reading. Teaching and learning of reading is consistently strong and children are monitored with rapid interventions put in place to close gaps. Our reading lead in the school works as part of the Ilsham Reading Hub and supports staff with professional development and coaching to ensure that teaching and learning is the highest quality so eligible pupils make accelerated progress from their starting point.

Standardised tests in KS2 have shown that the gap for eligible pupils will continue to be monitored with targeted interventions and professional development in pedagogy to improve teaching and learning for these pupils across the school. Children have been well supported across the year. Staff target and plan to look at these pupils through an advantage lens and remove barriers to enable them to achieve.