



Learning Changes Lives

Pupil Premium

The government has allocated our Academy a sum of money called 'Pupil Premium'. This is to improve the educational chances of students who may find circumstances outside of school challenging due to financial hardship or other issues. The three identified groups are students who are entitled to free school meals, students who have a parent working for the armed forces and those children in local authority care.

Our Pupil Premium Philosophy

The Archbishop Lanfranc Academy (hereafter, TALA) is committed to ensuring that all of our students achieve their potential, develop fully and are ready to positively contribute to society. To that end we recognise that some students may need additional resources and support to achieve their personal goals and ambitions. Through 'Quality First Teaching' TALA aims to provide learning opportunities of the highest quality for all of its students.

TALA's pupil premium philosophy is driven by the following key priority:

To narrow the disadvantage gap by addressing barriers to learning and inequalities such that we raise the attainment of those pupils in low-income households.

In order to achieve our key priority all faculties at TALA aim to deliver 'Quality First Teaching' through:

- Highly focused lessons with sharp objectives;
- High demands of student involvement and engagement with their learning;
- High levels of interaction for all students;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups;
- An expectation that students will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate students.

It is by the foundations established through wave 1 interventions, 'Quality First Teaching' outlined above, when supplemented by targeted additional support strategies that we aim to:

- 1) Improve the levels of attainment and progress of disadvantaged students.
- 2) Close the attainment gaps between our disadvantaged students relative to TALA and national averages.
- 3) Ensure disadvantaged students have full access to the TALA curriculum.

Our students are from a diverse range of different ages, backgrounds, abilities and needs. The essential point is to ensure that disadvantage does not hinder potential. This may require additional classes, staffing, equipment or opportunities and the Academy seeks to meet need on an individual and group basis.

Pupil Premium progress will be rigorously and regularly tracked. Every student is assessed on a half termly basis for all subjects. This data will be used by pastoral and curriculum teams to identify underachievement. Pupil Premium students who are identified as underachieving will then have a variety of targeted intervention that is individual to their needs to support them back on track.

TALA Pupil Premium Summary Information:

Summary Information 2020-21				
School	The Archbishop Lanfranc Academy			
Academic Year	2020-21	Total PP Budget	£225,380.00	
Total number of funded pupils (based on preceding year's census)	237	Number of Pupils eligible for PP	Year 11	19
			Year 10	36
			Year 9	38
			Year 8	53
			Year 7	91
			Total	237

Summary Information 2019-20				
School	The Archbishop Lanfranc Academy			
Academic Year	2019-20	Total PP Budget	£217,412.30	
Total number of funded pupils (based on preceding year's census)	233	Number of Pupils eligible for PP	Year 11	19
			Year 10	40
			Year 9	36
			Year 8	54
			Year 7	84
			Total	233

TALA Headline Results Comparison:

Measure	2018			2019			2020			Change in TALA Gap
	Non-PP	PP	TALA Gap	Non-PP	PP	TALA Gap	Non-PP	PP	TALA Gap	
Progress 8 Score *	+0.12	-0.18	-0.3	+0.94	+0.36	-0.58	+1.1	+0.63	-0.47	-0.11
Attainment 8 Score	45.63	38.3	-7.3	40.9	33	-7.9	50.8	45.6	-5.2	-4.7
English Language A*-C (9-4)%	58.5%	46.7%	-11.8%	45%	39%	-6%	73%	73%	0%	-6%
Maths A*-C % (9-4)	64%	44.4%	-19.6%	45%	38%	-7%	67%	47%	-20%	+13%

2020 GCSE attainment data compared to 2019 results:

Under the Centre Assessed Grade outcomes of 2020, most gaps were narrowed, the A8 and English Language 9-4 measure by a significant amount. Strategies are still required to narrow gaps further, especially in mathematics.

2020 English Language attainment data compared to previous data:

	9-4 English (A*-C prior to 2017)	3 Levels of Progress	4 Levels of Progress
PP 2020	73%	78%	44%
PP 2019	45%	42%	29%
PP 2018	47%	43%	33%
PP 2017	39%	52%	27%
PP 2016	51%	59%	18%

2019 Maths attainment data compared to previous data:

	9-4 Maths (A*-C prior to 2017)	3 Levels of Progress	4 Levels of Progress
PP 2020	47%	47%	29%
PP 2019	45%	32%	26%
PP 2018	44%	33%	21%
PP 2017	38%	35%	17%
PP 2016	54%	48%	16%

Attendance (%) (prior to enforced school closure on 20/03/20 :

	PP	Non-PP	Gap
Year 7	94.56	96.70	2.14
Year 8	91.68	94.36	2.68
Year 9	93.83	96.02	2.19
Year 10	92.86	95.90	3.04
Year 11	94.16	96.37	2.21

How we are planning to continue improvement this year.

Research informed practice:

The academy seeks to ensure that the strategies employed to address the educational underachievement of disadvantaged pupils is driven by the latest educational research. We are aware that the body of evidence is ever-growing and we seek to review our strategies annually to ensure that practice is in line with research.

In light of recommendations in Ofsted literature and Sir John Dunford's recommendations (previously the government's national pupil premium champion) the most effective strategies at reducing the underachievement of disadvantaged students are identified as:

- Literacy
- Metacognition and Self-regulation
- Feedback
- On- to- one Tutoring

In deciding the specific intervention strategies to maximise the improvement in attainment and progress of our disadvantaged students, in the first instance, we have accessed the research of the Education Endowment Fund (see:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/>).

2020-21 Pupil Premium Teaching and Learning Plans :

Intervention	Cost	Evidence	Impact	TALA Plan
Feedback	££	★★★	8 months	1) CPD sessions and working groups on effective feedback through MS Teams 2) Further embedding green pen and pupil response feedback strategy.
Metacognition Strategy	££	★★★★	8 months	
Peer Tutoring	££	★★★★	6 months	
1-2-1 Tuition	££££	★★★★	5 months	1) Precision Teaching intervention using LSA team 2) English and Maths tuition by SEN team
Homework/ Preview	£	★★★	5 months	Enhanced use of MS Teams to engage learners in HW
Collaborative Learning	£	★★★★	5 months	
Mastery Learning	££	★★★	5 months	1) Precision Teaching intervention using LSA team
Phonics	£	★★★★	4 months	1) Small group literacy intervention
Small Group Tuition	£££	★★	4 months	1) Small group literacy, numeracy and EAL interventions.
Digital Technology	££££	★★★★	4 months	1) Faculty investment in Kerboodle resources. 2) Use of MS Teams 3) Use of Symphony Maths and Lexia online resources. 4) Use of Accelerated Reader programme
Social and Emotional Learning	££££	★★★★	4 months	
Parental Involvement	£	★★★	3 months	
Reducing Class Sizes	£££	★★★	3 months	1) Nurture classes in English. 2) Smaller class sizes for high needs groups in core subjects.
Summer School	£££££	★★	3 months	
Outdoor Adventure Learning	£££	★★	3 months	
Sports Participation	£££	★★	2 months	1) Delivered through TALA enrichment programme, when running.
Arts Participation	£££	★★★	2 months	1) Delivered through TALA enrichment programme, when running.
Extended School Time	££	★★	2 months	
Individualised Instruction	£££	★★★	2 months	
After School Programme	£	★★★	2 months	1) Football Beyond Borders.

Mentoring	£		1 month	1) Use of 'FBB' and 'Kick London' external mentoring services.
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Secondly we have accessed and reviewed documents from the DFE and Ofsted:

- The Pupil Premium, How schools are spending the funding successfully to maximize achievement: Ofsted (2013)
- The Pupil Premium, How schools are using the Pupil Premium to raise achievement for disadvantaged pupils: Ofsted (2012)
- Evaluation of Pupil Premium Research Report: Department for Education (July 2013).

We have also reviewed the following articles, documents and resources:

- Demonstrating Pupil Premium Impact: ASCL (2014)
- Teaching Assistants – A guide to good practice: Oxford Schools Improvement (2014)
- A Practical Guide to the Pupil Premium: Marc Rowland (2014).

The principles contained within have shaped the waves of processes, strategies and interventions that aim to improve the attainment and progress of TALA's disadvantaged students.

Wave 1 – Quality First Teaching:

We will continue to drive forward the effective practices of 'Quality First Teaching' that have resulted in disadvantaged student achievement and progress gaps narrowing this academic year. These include the continuation and refinement of the following whole school initiatives:

a) A whole school CPD programme based on the Lesson Study model. All members of staff are arranged into cross-curricular groups and then explore ways of improving a specific strand of pedagogy (Autumn term 2017 = Meeting needs of different groups within class). The groups explore academic research and then apply it to a target group of underachieving students, most notably our disadvantaged and SEN pupils. Each group works together over the course of an academic term and then presents their findings to all academy staff such that best practice can be shared.

b) Analysis and accountability at each data harvest where staff are required to analyse their data with a specific focus on disadvantaged pupils. All staff are aware of the need to actively raise the attainment of their disadvantaged groups (see wave 2 for actions following data harvest).

c) A whole school ethos where the expectation is that all teachers develop into highly skilled practitioners that aim to deliver outstanding lessons by having high expectations of all learners, especially pupils from disadvantaged backgrounds, and insisting on high levels of engagement. Teachers should actively target disadvantaged pupils and act on department-led intervention strategies.

Therefore, our expectations are that all teachers:

- Have high expectations of all their disadvantaged students.
- Use academic and action research to inform their practice.
- Use data to inform differentiation and intervention so that all disadvantaged students are appropriately challenged and supported in lessons.

- Insist that disadvantaged students are fully and appropriately engaging with home learning tasks.
- Strive to improve the standards of pupils' literacy, both orally and in writing.
- Use the academy's behaviour and reward system to foster a culture of achievement and resilience.
- Review the progress of disadvantaged students at data harvest periods and identify and implement the appropriate wave 2 interventions.

Wave 2 – Intervention programmes for disadvantaged students:

The following intervention strategies are being implemented during the AY 2020-21, informed by research, with the aim of further improving the achievement and progress of TALA's disadvantaged students:

1) As one of our most significant challenges for our disadvantaged students is engaging in wider reading, we have implemented the following strategies:

i) **Building Reading into Tutor Time** – ensuring that morning registration time is used to encourage reading (Y7-9 – one dedicated reading slot per week).

ii) **Accelerated Reading Programme** to coordinate a reading strategy across the school.

2) We will continue to **raise the profile of pupil premium/SEN** students through the display boards in the staff room.

3) A range of **departmental booster sessions** take place after school in the Spring/Summer term to provide additional support for pupil premium students.

4) The use of **nurture groups in English and Maths** to encourage the embedding of foundational skills and knowledge that will drive forward progress and achievement. Here subject specialists return to concepts in the curriculum that students have found difficult to grasp first time around in their lessons.

5) **Precision teaching** of pupil premium and SEN students using the academy's SEN teacher during registration. These sessions focus on foundational skills in numeracy and literacy.

7) **Provision of revision materials** to all pupil premium students to facilitate exam success.

Wave 3 – Individualised Intervention:

These interventions are individualised and targeted support programmes developed to meet the identified needs of individual students; these include specific SEN interventions, one-to-one mentoring and external agency support.

How we intend to spend the 2020-21 allocation:

Pupil Premium Funding at TALA 2020-21		
Intervention:	Cost:	Lead:
Literacy Learning Support	£14,800	SBR
Numeracy Learning Support	£14,800	SBR
LSA support in core subjects	£27,400	SBR
Staffing for smaller class sizes in core subjects	£30,000	REL
Lexia UK literacy programme	£3,000	SBR
Intervention resources / textbooks	£10,500	REL
Symphony Maths numeracy programme	£3,000	SBR
Provision of revision guides for Y11 pupils	£1,130	REL
Additional literacy support	£8,500	SBR
KS3/4 Food Technology Ingredients	£5,000	GSH
Daily HW club staffed by LSA team	£22,500	SBR
Literacy training and resource development	£2,000	REL
Easter / Half Term revision programme	£4,400	REL
Kick London' mentoring programme	£7,800	JAT
Rewards (inc. reward trips and attendance prizes)	£3,000	JAT
Most Able disadvantaged student trips	£3,000	REL
Football Beyond Borders mentoring programme	£5,800	JAT
Uniform provision for students in need	£800	JAT
Educational Psychologist	£9,000	SBR
Counselling	£9,000	DKA
On-line One-to One Tuition	£12,500	REL
Additional Needs Identified During the Year	£TBD	MDE

R. Ellis

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