



Summary information as Context to this PP Report						
Academic Year	18/19	Total PP budget	£149,782	Date of most recent PP Review	N/A	
Total number of pupils	462	Number of pupils eligible for PP	126	Date for next internal review of this strategy	Sept'19	
1. Current attainment and progress (Last Year's figures in brackets)			School PP	School non PP	National non PP	Gap
Progress 8 Score			-0.15* (-0.4)	0.37* (0.45)	(0.13)	tbc
Attainment 8 Score			41.43* (32.8)	49.15* (48.22)	(49.96)	tbc
1. Barriers to future attainment (for pupils eligible for PP)						
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )						
A.	Low literacy levels					
B.	Low levels of mathematics					
C.	Low aspirations					
D.	Poor social and emotional literacy skills					
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )						
E.	Resource support					
F.	Low attendance rates (Initiative for 2018-2019).					

\*Provisional data for summer 2019 based on internal estimates. To be updated once unvalidated data is available.



3. Evaluation of the strategies continued from 2017-2018 against intended outcomes.

Starting Point	Goal (Intended + Actual outcomes)	Actions and Strategies tried in order to meet intended outcomes.	Owner	Impact assessment / Review and notes. Will you continue with this strategy – why?	Cost
<b>Improving quality of teaching for all</b>					
Outcomes for cohort 2017 pupil premium students 47% 9-4 English.	Raise attainment in English.	<p>“Everyone a teacher of English” initiative.</p> <p>CPD to staff on everyone playing a part in the tuition of literacy.</p> <p>All staff issued the student guide to literacy.</p> <p>Academy Literacy post leading literacy across the organisation.</p>	KJA/EHA	<p>English GCSE exam results highest in the academies history (4+).</p> <p>Pupil premium students achieved 60% grades 9-4 in GCSE English in 2018.</p> <hr/> <p><b>Review at Sept 2019</b></p> <p>68.75% of pupil premium students achieved a standard pass in English in 2019.</p> <p>45.16% of pupil premium students achieved a good pass in English in 2019.</p>	£5,000
SLT position to drive pupil premium agenda.	Increased profile and focus on pupil premium across academy processes.	<p>Pupil premium action plans for each curriculum area driven by leaders of learning.</p> <p>Each teacher has a pupil premium objective as part of appraisal.</p>	SYA/KJA	<p>Each plan evaluated individually for impact. See data discussions impact report document.</p> <p>Effective department strategies included in development plans for 2018-2019.</p> <p>Success against targets evaluated as part of the appraisal process.</p>	£15,000



		Pupil premium a focal point for all data discussions.		<p>Successful strategies captured and shared for practice to be developed in other curriculum areas.</p> <p><b>Review at Sept 2019</b></p> <p>Pupil premium progress 8 figure estimated to be -0.15, an improvement of 0.29 on 2018.</p> <p>Pupil premium attainment 8 figure of 41.43, an improvement of 9.63 on 2018.</p>							
<b>Targeted Support</b>											
21% of intake in 2017 not at expected standard for reading.	Improved literacy levels for those students who did not meet expected standard.	<p>Literacy intervention programme – Lexia</p> <p>Identification of student cohort for Lexia intervention.</p> <p>Lexia sessions timetable construction.</p> <p>Periodic reading age assessment in place to monitor progress.</p>	KJA/KCH	<p>Average impact of 17 months increase in reading age during 2017-2018.</p> <p><b>Review at Sept 2019.</b></p> <p>Lexia pupil premium students made 1.5 years reading age progress over the period of a year. They made 0.6 months progress in spelling age.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Reading Age Growth/Yrs</th> <th>Spelling Age Growth/Yrs</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>1.47</td> <td>0.63</td> </tr> </tbody> </table>		Reading Age Growth/Yrs	Spelling Age Growth/Yrs	PP	1.47	0.63	£1,000
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PP	1.47	0.63									



## Looe Community Academy - Pupil Premium Strategies and Report



<p>Pupil premium progress at -0.38 in 2017.</p>	<p>To ensure pupil premium students are supported and adequately resourced.</p>	<p>Pupil premium advocate role</p> <p>Breakfast club available for pupil premium students.</p> <p>Pupil premium student provided with pencil cases of equipment if resources an issue.</p> <p>Revision packs provided to KS4 pupil premium students where needed.</p> <p>KS4 pupil premium students targeted for homework club by advocate.</p>	<p>JJO/SYA</p>	<p>Attendance of pupil premium students at 93.3% for 2017-2018.</p> <p>Pupil premium progress estimated to be +0.21 for students regularly attending the academy (non-persistently absent).</p> <p>Analysis shows most students are limited to one instance of sanction for homework failure.</p>	<p>£15,000</p>
				<p><b>Review at Sept 2019</b></p> <p>Attendance of pupil premium students at 93.4% for 2018-2019.</p> <p>-0.15 the progress 8 adjusted for one outlier.</p>	



		<p>Monitoring of S3 sanctions for homework failure of pupil premium students in place.</p> <p>Compulsory homework club letters in place for those that need them.</p> <p>Student supported with uniform if there are compliance issues.</p> <p>Additional pastoral support and mentoring through the advocate.</p> <p>Academic and intervention monitoring of pupil premium support by advocate.</p> <p>Attendance monitoring of pupil premium support by attendance coordinator.</p>		<p>Homework club analysis shows a reduction in instances of sanctions for failure to complete homework.</p>	
<b>Other Approaches including Whole School Strategies and MAT Collaboration Strategies</b>					
21% of intake in 2017 not at expected standard for reading.	Improved literacy levels for students across the academy in Year 7 and 8.	<p>Accelerated reader programme.</p> <p>Library resourced specifically for AR.</p> <p>Literacy leaders from the student body trained by staff to facilitate the programme.</p>	EHA/KJA	<p>Average impact of 17 months increase in reading age during 2017-2018.</p> <p><b>Review at Sept 2019.</b></p> <p>Strategy to be continued and class breakdown analysed to share effective practice. The number</p>	£1,800



				of months increase in reading age per month for pupil premium students is shown below:									
				<table border="1"> <tr> <td>Average for all PP</td> <td>1.5</td> </tr> <tr> <td>Average for Year 9 PP</td> <td>5.0</td> </tr> <tr> <td>Average for Year 8 PP</td> <td>0.5</td> </tr> <tr> <td>Average for Year 7 PP</td> <td>1.5</td> </tr> </table>	Average for all PP	1.5	Average for Year 9 PP	5.0	Average for Year 8 PP	0.5	Average for Year 7 PP	1.5	
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Average for Year 9 PP	5.0												
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Average for Year 7 PP	1.5												
Pupil premium appraisal target for all teaching staff.	To improve outcomes for pupil premium students across the academy.	Implementation of SMART teaching staff appraisal in September 2017. Teaching staff to adopt a pupil premium appraisal target.	SYA	Progress 8 score predicted to be -0.4 for 2017-2018.  <b>Sept 2019 – Strategy removed for 2018-2019.</b>  Pupil premium progress fell so the common appraisal target was removed for 2018-2019.	£0								
Large class sizes.	To improve outcomes in English and Maths	Additional staffing in English and maths  Increased staffing leading to a reduction in class sizes and the capability to conduct intervention during registration sessions.	SGA/SPA	Reduction in pupil premium gap in English and maths.  <b>Review at Sept 2019.</b>  Progress of disadvantaged students has improved in English and Maths:  For Maths is -0.25, was -0.42 in 2017-2018.  For English is -0.30, was -0.51 in 2017-2018.	£85,000								



## Looe Community Academy - Pupil Premium Strategies and Report



<p>Finance a barrier to some student's participation.</p>	<p>To improve the resilience and cultural capital of pupil premium students through enrichment and the development of an inclusive community of learners.</p>	<p>Ensure pupil premium students are able to participate in the full range of enrichment activities.</p> <p>DEAR time exposes students to texts that they would not otherwise encounter.</p> <p>Rocking your teens event targeting pupil premium students to listen to inspirational talks in London by successful people from similar backgrounds.</p>	<p>SYA</p>	<p>Personal and parental testimony of the impact of enrichment positive.</p> <p>Attainment in music at 67% Merit and above. Pupil premium students assisted with access to peripatetic teaching.</p> <hr/> <p><b>Review at Sept 2019.</b></p> <p>Pupil premium students able to participate in the full range of enrichment and curriculum based activities.</p>	<p>£22,000</p>
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4. Additional Strategies for Closing the Gap for 2018-2019.

Starting Point	Goal (Intended Outcomes)	Actions and Strategies being implemented this year.	Owner	Review and Notes including the evidence base for why we believe this will be effective.	Est. Cost
<b>Improving quality of teaching for all</b>					
Coaching takes place using IRIS	IRIS is used as a tool to improve teaching and learning focussed on pupil premium student's learning experiences.	One of the departments three IRIS cycles to have a pupil premium focus.	KWO & LOLs	Improved outcomes for all students based on a three year trend of a rising progress 8 score. Repeated refocus on learning.  <b>Review at Sept 2019.</b>  Use of IRIS to be embedded for 2019-2020 due to staff turnover and issues with the technology.	£1,000
<b>Targeted Support</b>					
Learning to learn programme delivered by KJA and KCH.	Learners to become more independent in the classroom and know how to learn to just what to learn.	PSCHE programme and intervention to deliver the learning to learn programme.	KCH/KJA	Learning to learn interleaves with metacognition strategies used within curriculum areas.  <b>Review at Sept 2019.</b>  Progress 8 and attainment 8 improved for pupil premium students for 2018-2019.	£1,000





<b>Other Approaches including Whole School Strategies and MAT Collaboration Strategies</b>					
Attendance at 93.3%.	Attendance at 95%	Implementation of new attendance policy and full range of EWS intervention.	SYA/MJO	<p>The impact of persistence absence on progress for pupil premium students is clear from results analysis.</p> <p>Improving attendance will lead to improved progress.</p> <p><b>Review at Sept 2019.</b></p> <p>Attendance of pupil premium students at 93.4% for 2018-2019. Progress and attainment improved for 2018-2019.</p>	£2,000



### Year 7 Catch-up premium

The academy received £10,113 in catch up premium for the academic year 2018-2019. Details of its expenditure are given below. The figure for 2019-2020 is estimated to be the same.

Starting Point	Goal (Intended + Actual outcomes)	Actions and Strategies tried in order to meet intended outcomes.	Owner	Impact assessment / Review and notes. Will you continue with this strategy – why?	Cost
21% of intake in 2017 not at expected standard for reading.	Improved literacy levels for those students who did not meet expected standard.	Reading recovery programme – Read write inc	KCH/CPL	<p>Average impact of 17 months increase in reading age during 2017-2018.</p> <p><b>Sept 2019</b> Read write inc was discontinued during this academic year as not felt to be appropriate.</p>	0
Large class sizes.	To improve outcomes in English and Maths	<p>Additional staffing in English and maths</p> <p>Increased staffing leading to a reduction in class sizes and the capability to conduct intervention during registration sessions.</p>	SGA/SPA	<p>Reduction in pupil premium gap in English and maths.</p> <p><b>Sept 2019</b> Smaller group sizes continue. Outcomes remain good in English and Maths with a 9% rise in students achieving grade 4 and above in both subjects. Students making progress in light of their starting points good however not the proportion achieving grade 1 at the end of Year 7. Additional; class in Year 7 to continue for Maths.</p>	Contribution of £10,113



## Looe Community Academy - Pupil Premium Strategies and Report



Our intake in September 2018 included 29 students who were below expected standard in mathematics i.e. achieved a SATs scaled score of less than 100.

At the end of the academic year the students' progress was as follows:

- Making progress in line with their flight path given their starting points: 72%
- At expected standard: 7%
- Within one grade of expected standard: 55%

Our intake in September 2018 included 26 students who were below expected standard in English i.e. achieved a SATs scaled score of less than 100 in reading.

At the end of the academic year the students' progress was as follows:

- Making progress in line with their flight path given their starting points: 100%
- At expected standard: 80%
- Within one grade of expected standard: 100%