

1. LAMBETH ACADEMY PUPIL PREMIUM STRATEGY– 2017-18

This Pupil Premium Strategy has been written in two sections. The first section is a Pupil Premium Strategy, which we will review every three years. The second section is to account for the use of Pupil Premium Grant which we will publish annually and share with relevant stakeholders as outlined in this Pupil Premium Strategy.

OUR ACADEMY

In our commitment to realising our vision of being “exceptional” we aim to ensure that ALL students achieve their full potential.

- All students are equally valued, whatever their social disadvantage
- We are committed to meeting their academic, pastoral and social needs
- All our students, including those who may be socially disadvantaged but do not qualify for FSM, receive the same commitment

In the financial/academic year 2014 – 2015 we received £476,000 of Pupil Premium funding overall. In the financial/academic year 2015 – 2016 we received £455,791 of Pupil Premium funding overall. In the financial year 2016 - 2017 we received £456,950 of Pupil Premium funding overall.

In the financial year 2017-2018 we will receive an indicative Pupil Premium funding of £462,825.

The DfE has given us the freedom to use the Pupil Premium as we see fit and without ring-fencing, based upon our knowledge of our pupil needs. ‘It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.’

However, we are accountable for the use of this funding.

THE PUPIL PREMIUM

The Pupil Premium is funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as ‘Ever 6FSM’). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. In April 2012 this was increased to £623, and a further increase was provided where currently the funding is £900 per eligible pupil. The current rate of PP funding is £935. Children of service personnel receive a lower amount of £250.

PURPOSE OF THE PUPIL PREMIUM STRATEGY

The purpose of this Strategy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment diminishing differences which currently exist between our

Reviewed: September 2017

disadvantaged pupils and their peers.

As an academy in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement diminishing differences of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.

Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.

Through this strategy we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our academy is used for its intended purpose.
- Use proven strategies which work to narrow the attainment (diminish differences) and adapt these as necessary to meet the needs of our pupils. These strategies may work alongside other provisions for students with similar needs. E.g. Literacy and numeracy withdrawals.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the academy and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these groups and individual needs fully into account.

- Use high quality teaching and learning as the preferred way to narrow the diminishing differences in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

DEVELOPMENT OF THE STRATEGY

This strategy has been developed as part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our academy.

In developing this strategy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our academy's Equality Analysis. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English as an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Strategy, we have also taken into account the Ofsted Inspection Framework 2016 which places a strong focus on improving the learning and progress of different groups and on diminishing differences in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this strategy is the key document outlining our approach to diminishing differences in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our academy development plans, the academy prospectus, school website and academy bulletins as well as admissions and SEN policies.

ROLES AND RESPONSIBILITIES

We expect all members of our academy community, particularly staff and governors to be committed to raising standards and diminishing differences for our pupils.

The Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team are responsible for implementing this strategy. They will ensure that all staff are aware of their responsibilities in diminishing differences of our pupils. They will also ensure that staffs are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.

It will be the responsibility of the Assistant Curriculum Leader and SENCo – Inclusion - to lead on this strategy and to ensure the following information included in a termly and full annual report for the Headteacher and Governors:

- the progress made towards narrowing the diminishing differences, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The Curriculum Leader and SENCo – Inclusion - has day to day responsibility for coordinating the implementation of this strategy and monitoring outcomes. He has expert and informed knowledge of evidence of ‘what works’ and ‘how’ this works in narrowing the diminishing differences.

The Associate Vice Principal – Ethos & Business will monitor the use of the Pupil Premium funds to track the allocation and spend. She will also check to see that it is providing value for money.

Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with ‘low ability’.
- promote an inclusive and collaborative ethos in their classrooms which enable pupils disadvantaged backgrounds to thrive.
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that differences can be diminished and improvements maintained.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the diminished differences.

Governing body

Our governing body has an important role in ensuring our academy complies with legislation and The Chair of Governors is responsible for ensuring the implementation of this strategy.

MONITORING AND REVIEWING THE STRATEGY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in diminishing differences. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium strategy will be reviewed on an annual basis and adjustments will be made to it according to the impact it is having in diminishing differences.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect.

DISSEMINATING THE STRATEGY

This Pupil Premium strategy along with the details of actions will be published:

- on our website (with paper copies available on request from the Admin office)

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium

Review Date: September 2017

2. USE OF THE PUPIL PREMIUM IN OUR ACADEMY AND IMPACT ON OUTCOMES FOR ELIGIBLE PUPILS

Our Academy is inclusive and welcomes children from the local community. We are committed to ensuring admission to the Academy reflects the full range of ability. We use The Pupil Premium to diminish the achievement differences between our socially disadvantaged children and non-FSM pupils nationally. We do this by establishing a culture of high expectation, giving priority to teaching and learning and focused strategies to support individual learners.

Our current NOR is 779 and 165 Post 16

- 24.3% of pupils in the school are receiving free school meals (FSM)
- 0.6% of pupils in the school are looked after
- 56.8% of pupils in the school received free school meals in one or more of the previous 6 years (Ever 6)
- 0% of pupils in the school who are from service families

In the financial/academic year 2014 – 2015 we received £476,000 of Pupil Premium funding overall. In the financial/academic year 2015 – 2016 we received £455,791 of Pupil Premium funding overall. In the financial year 2016 - 2017 we received £456,950 of Pupil Premium funding overall.

In the financial year 2017-2018 we will receive an indicative Pupil Premium funding of £462,825.

USE OF THE PUPIL PREMIUM IN OUR ACADEMY AND IMPACT

[Please see Pupil Premium Allocation 2017-2018](#)

EVALUATION OF IMPACT (2016/2017)

PP has a tangible impact on students at Lambeth Academy. Interventions have proved to reduce the number of exclusions and students are making good academic progress throughout the year groups. Key aspects of the intervention and impact are outlined below:

LSAs in class support - £119,920

Target: Closing progress and attainment diminishing differences to at least national average and ensure that highly effective support contributes to progress for all learners.

Impact: Diminishing differences between PP students and non PP students is realised in year 11 outcomes. Attainment: Disadvantaged 5 4+ including English and Maths – 57%. . 70% of Non-disadvantaged pupils achieved 5 4+ English and Maths.

Progress: Progress data pending release from DfE.

English Diminishing Differences – 1.3 APS and in Maths Diminishing Differences – 1.2 APS.

There are differences in KS3 continue to diminish in both English and Maths APS.

Literacy Intervention – £5000

Target: Ensure that literacy barriers are removed and that reading ages are increased so learners can fully access the curriculum. This will include specific interventions such as Catch Up Literacy and SRA and Accelerated Reader. It also includes specialist literacy small group teaching and in class support.

Impact: There has been an increase in reading ages for students participating in intervention. Students have individualised records of their progress. Students in specialist literacy classes have made rapid progress and the most successful students have made 2.8 years of progress in one year of intervention (case study tracking).

Progress:

Accelerated Reader has ensured 60% of students in year 7 and 8 made more than 2 years progress in their reading age.

The students with a reading age below 9 years old halved within September to June 2016-2017.

Success Unit Intervention - £32,500

Target: The Success Unit has been established to ensure that PP students who are not on track to meet 3LOP progress receive targeted intervention in a small group environment with a teacher. This provision is for KS3 and KS4 students and there is a specialist Scholars Programme for More Able PP students.

Impact: 67% of pupils receiving this intervention achieved a 4+ in Maths, and 68% of pupils receiving this intervention achieved 4+ in English.

Nurture Group Provision - £75,000

Target: Students receive specialist teaching in a safe and nurturing environment – there is a focus on developing academic and social and emotional abilities ready for progress to mainstream teaching.

Impact: SRA reports and My Lexia data indicate that students are making progress on reading from a low starting point. KPI tracking is clear on student success areas and teachers work to develop missing KPI skills. Maths mastery has been adapted and differentiated to suit needs. Boxall and PASS data demonstrates that students are making progress in developing social and emotional abilities and feel happy and safe in school.

Expansion of Therapy offer - £27,000

Target: The therapy offer at Lambeth Academy has been expanded and now includes a two day counselling service, drama therapy, family therapy and speech and language therapy to ensure that PP social, emotional and mental health needs are fully met and all barriers to learning are removed. Adding to this, our new sensory garden as well as sensory room provides support for pupils who have profound learning disabilities as well as emotional anxiety.

Impact: PP students are engaged in each therapy service offered. Additionally PASS data indicates that every year group in every area of assessment was coded as green that indicates significantly high levels of satisfaction and acts as evidence of the success of the school's existing programmes. Collectively, our students are reporting high levels of satisfaction for every aspect of Academy life.