

Pupil premium strategy statement

This statement details our school trust use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

| Detail | Data |
|---|--|
| School Trust name | Learning Academy Partnership |
| Number of pupils in Trust | 2022 |
| 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 | September 2023 |
| Date on which it will be reviewed | 1 st December 2023 and 1 st Dec 2024 (completed on individual websites. Next review 1 st December 2024) |
| Statement authorised by | Miss Tracey Cleverly |
| Pupil premium lead | Evie Semmens |
| Governor / Trustee lead | Richard Vaughton |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £642,640 |
| Recovery premium funding allocation this academic year | £75,770 |
| 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 | £718,410 |

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

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- ASM end 2023 |
|------------------|--------------------------------|
|------------------|--------------------------------|

| | |
|---|--|
| <p>A culture of good attendance is re-established across the school trust</p> | <p>Absence rates of eligible pupils at ASM are in line with national in all schools and persistent absenteeism for eligible pupils is below nationals at ASM.</p> |
| <p>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.</p> | <p>Gaps in early reading outcomes for eligible pupils are closed. PSC positive PP pap with PP 80%. Y6 Outcomes positive PP gap.</p> |
| <p>Gaps in writing across the school trust for all eligible pupils are closed at both expected and greater depth.</p> | <p>Gaps in Writing outcomes for eligible pupils are reduced across ASM and positive gap in Y6.</p> |
| <p>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.</p> | <p>Gaps are closing and eligible pupils are in school, supported and ready to learn.</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: £568,410

| 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) | <p>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>'</p> <p><i>The CST recommends using EEFs tiered methodology which is why we have looked at whole school approaches, targeted approaches and wider strategies.</i></p> <p><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></p> <p>Previous outcomes for those disadvantaged within our school trust (pre pandemic)</p> | 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 | <p>EEF</p> <p>National research – Rosenshine's principles</p> <p>Improving the quality of teaching in every classroom through ongoing high quality CPD</p> | 2,3,5 |

| | | |
|--------------------------------|--|--|
| an incremental coaching offer. | | |
|--------------------------------|--|--|

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

Budgeted cost: £100,00

| 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: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| Re-establish robust culture around 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. | EEF | 1 |

Total budgeted cost: £718,410

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.

This is the second year of a Trust wide Pupil Premium Strategy. Evaluations for 2021/22 for all schools can be found on individual websites.

From 2022/23 schools will each evaluate the impact of the Pupil Premium Strategy individually and publish.