

Pupil premium strategy statement – Longsands Academy

This statement details our school's use of pupil premium 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 and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-----------------------------------|
| Number of pupils in school | 1564 |
| Proportion (%) of pupil premium eligible pupils | |
| 1 | 2022-23, 2023-24 & 2024-25 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Catherine Cusick, Principal |
| Pupil premium lead | Tom Smy, Assistant Principal |
| Governor / Trustee lead | Lee Larcombe, Governor |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £341,250 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £341,250 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve highly across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including accelerating progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We will deliver a curriculum which equips children with powerful knowledge, maximises their cognitive development and nourishes the whole person and the talents of the individual. The curriculum will therefore liberate and empower pupils, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to 'enter into the conversation of mankind'.

Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By teaching our curriculum we will develop students' cultural capital and provide disadvantaged students opportunities they may not have access to at home: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' We draw on Michael Young's distinction between 'the knowledge of the powerful' and 'powerful knowledge': 'Powerful knowledge ensures that people are not trapped by the limits of their experiences.' Yet we also want all students to be able to see themselves in our curriculum, so they relate to their learning. This will increase internal motivation.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and avoid assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole academy approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been 5.3% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 2 | <p>More disadvantaged pupils struggle to meet our behaviour expectations than non-disadvantaged pupils as is reflected in the number of sanctions issues. For the academic year 2023-24 disadvantaged pupils were more likely to receive a detention compared to non-disadvantaged counterparts (a gap of 10.1%).</p> <p>During the academic year 2023-24, there was an increase in suspensions of disadvantaged students of 210% compared to the academic year 2022-23.</p> <p>The development of the behaviour policy and increased standards have been challenging for our disadvantaged students.</p> |
| 3 | <p>Attainment of disadvantaged students needs to improve. Year 11 examination results for academic year 2023-24 indicated that the average attainment 8 target for of non-disadvantaged pupils was 56.58 and the actual average achieved was 50.12, a gap of -6.46. For the disadvantaged pupil, the average target achievement 8 was 50.54 and the actual average achieved was 36.53 a gap of -14.01, and a gap of 13.59 compared to non-disadvantaged pupils.</p> <p>Pupil Premium students are behind their peers in reading ages. At Key Stage 3, PP students have an average reading age of 8 months lower than their chronological age, compared to non-PP students, who are on average 9 months above their chronological age. A gap of 1.5 years.</p> <p>PP Girls have reading ages just below their chronological age (1 month below), however non-PP girls have a reading age on average 13 months above their chronological age. PP boys on average have a significantly lower reading age (16 months below), compared to 3 months above for non-PP boys. PP SEND students, on average, have a c reading age of 25 months below their age.</p> |
| 4 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concerns over catching up lost learning, pressure from exams and worries about next steps. These challenges are particularly in evidence with disadvantaged pupils. |

Intended outcomes

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

| Intended outcome | Success criteria |
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| <p>Improved attendance for disadvantaged pupils from 89.85% to 96%.</p> <p>Reduce disadvantaged pupils who are persistently absent and ensure figures are in line with their peers.</p> | <p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being removed. So that disadvantaged pupil's attendance is on a par with their peers. <p>The percentage gap of all disadvantaged pupils who are persistently absent being within 2% of their non-disadvantaged peers.</p> |
| <p>To reduce the number of after school detentions, reset classroom events and suspension gaps to bring them in line with non-disadvantaged pupils.</p> | <p>Weekly reports on exclusion data will trigger support work by the pastoral team and behaviour manager. Specific pupils to receive mentoring to help reduce after school detention/reset classroom referrals/exclusion rates. The efficacy of any such behaviour interventions/programmes will be measured weekly and every half term through half-termly behaviour analysis of the cohort.</p> <p>Suspensions have reduced by 4.7% for our disadvantaged students compared to this point last year 23-24</p> <p>Reset has increased for our disadvantaged students by 3.7%</p> <p>Detention has increased for our disadvantaged students by 127% compared to this point last year 23-24.</p> |
| <p>Improved attainment outcomes for disadvantaged pupils to bring them in line with year 11 target grades.</p> | <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an average Attainment 8 score of at least 4.0 an EBacc attainment 8 grade of at least 4.0 at least 40% passing GCSE maths at grade 5 or above. <p>Each PR drop will be analysed for attainment progress against target grade for all disadvantaged pupils. For KS3 disadvantaged students ATL score will be used to check there is no performance disparity between disadvantaged and non-disadvantaged. HoDs will be asked to produce this analysis for their department and recommend strategies to support individual pupils. In addition, pupils with the greatest attainment gaps will be offered extra support to help them to narrow it.</p> |

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| | Finally, all intervention and lesson 6 attendance data will be monitored to ensure that disadvantaged students are making good use of this opportunity. |
| Improved access to enrichment activities for disadvantaged pupils, leading to improved outcomes and a broader cultural literacy. | <p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54,125

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Quality First Teaching e.g. Training and resources for staff, textbooks and equipment | <p>In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements. There is particularly good evidence around the potential impact of teacher professional development</p> <p>https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf</p> <p>Instructional coaching of staff across the academic year will improve practice and maximise learning within lessons.</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-</p> | 1 2 3 |

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| | <p>RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p> <p>In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools— Dfe May 2018, Quality First teaching (including training and the deployment and training of additional adults) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing literature which draws strong links between the attainment of disadvantaged pupils and their access to high quality teaching (Ofsted, 2013; Macleod et al., 2015; Demie and Maclean, 2015).</p> <p>https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils</p> <p>The focus on Astrea Longsands way towards lessons and the curriculum re-design that preceded it, has already led to an overall improvement in attainment across the academy. The use of quality textbooks and knowledge organisers will help to narrow the gap between disadvantaged and non-disadvantaged students, through additional reading opportunities. This is enhanced further through a fully bookletised curriculum, starting in year 7, providing greater comprehension opportunities, which is shown to have high impact.</p> <p>Reading comprehension strategies EEF</p> | |
| <p>Staff training on high quality feedback</p> | <p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning -</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>All department areas have invested time in incorporating feedback into their curriculum and when this has been done effectively, the attainment of disadvantaged pupils has improved. This is a curriculum area that has demonstrated a strong degree of varied feedback. Use of visualisers helps model good practice and feedback.</p> <p>Embedding regular formative feedback allows staff to modify their lessons in response to what their students need.</p> <p>Embedding Formative Assessment EEF</p> <p>Use of TLAC techniques means of participation supports regular formative assessment and informs the teacher, allowing for adaptive teaching. QLA and targeted feedback to individuals, and the development of smart targets provides greater clarity for progress to be made.</p> | |

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| CPD for Teaching Assistants | <p>In the EEF Attainment Gap 2017 report, it states that trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools– Dfe May 2018, Quality First teaching (including training and the deployment and training of additional adults) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing literature which draws strong links between the attainment of disadvantaged pupils and their access to high quality teaching (Ofsted, 2013; Macleod et al., 2015; Demie and Maclean, 2015).</p> <p>https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils</p> | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £136,975

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Period 6 English -Catch up Maths – Catch up Science – Catch up Optional subjects – Catch up | <p>The EEF has researched Catch up Numeracy and found this to have a positive impact on outcomes.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy/</p> <p>Evidenced that extending the school times makes a positive impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</p> <p>Departmental clinics last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content, these run during afternoon registration, with groups selected upon data and after school. Adopting a more formalised set of period 6 lessons and pm registration intervention groups for year 11 students will</p> | 3 |

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| | ensure even better coverage of the disadvantaged pupils (as well as the non-disadvantaged). | |
| Fresh Start | <p>Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</p> | 1 2 3 |
| Small group interventions / Maths TA, P6 and Axiom Maths | <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.</p> <p>Departmental clinics last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content. Adopting a more formalised set of</p> | 3 |

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| | <p>sessions will ensure even better coverage of the disadvantaged pupils (as well as the non-disadvantaged).</p> | |
| <p>Small group interventions / 1:1 - phonics teacher to support literacy and the Scholars Programme</p> | <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/public/files/Annual Reports/EEF Attainment Gap Report 2018.pdf</p> <p>For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective - https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing. We employ a member of staff to run 1:1 and small group literacy sessions to support weak readers, allowing them to access more of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>Daily reading during a dedicated tutor time in the afternoon, where the teacher reads to the class has been introduced to assist students improve their reading age, by being able to hear the pronunciation of words, and use of grammar. The aim is for students to be exposed to 10,000 words a day. In September 2024, 32% of Year 7 had a reading age below expectations, 37% in Year 8 and 42% of Year 9. The school employ a Reading Teacher to lead a range of 1:1 and small group interventions.</p> <p>The Brilliant club, led by The Scholars Programme give students in small cohorts (14 pupils) the chance to work with a PhD student to produce an extended piece of analytical writing. The experience of working with PhD students and producing the extended writing both develops the literacy skills of students and also raised aspirations. The graduation ceremony is pivotal in this feeling of achievement and aspiration.</p> <p>Departmental clinics last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content. Adopting a more formalised set of sessions will ensure even better coverage of the disadvantaged pupils (as well as the non-disadvantaged).</p> | 3 |

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

Budgeted cost: £150,150

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Monitoring attendance (e.g. targeted mentoring around attendance for PPI pupils and regular monitoring of attendance with contact home if needed) | <p>External evidence:</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils –</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>Students who have a good or excellent attendance on average make far higher levels of progress throughout the academic year.</p> | 1 3 |
| SEMH – Behaviour, Rise and Thrive (e.g. targeted behaviour intervention for identified students who have a disproportionately high number of after school detentions/reset referrals and/or who have a high exclusion rate. Use of the behaviour manager to engage with parents and students as part of their intervention. Rise sessions. | <p>External evidence:</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Rise counselling allows key students to be supported, providing a specialised approach with elements of SEL for targeted students, the majority of whom are disadvantaged. Cohorts are selected termly</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> | 1 2 3 |

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| | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The Thrive approach has been researched and evidenced to make a positive impact. For more information see; https://www.thriveapproach.com/</p> | |
| <p>Breakfast Club – A calm, safe, pre-school space for all pupils to have a free breakfast to help them start their day, the right way.</p> | <p>External evidence:</p> <p>Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils, particularly in Year 7, that this will also be beneficial at secondary: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-break-fast#closeNav</p> <p>We have been running a breakfast club at Longsands for a number of years now and it is popular with students and in student voice conversations it is warmly welcomed by those students who make use of it. There is plenty of evidence to affirm that breakfast can help to provide energy for learning.</p> | <p>1 2 3 4</p> |
| <p>Nurture Style Approaches and Groups - LGBTQ+ Groups, enrichment clubs and student voice</p> | <p>External evidence:</p> <p>Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>Research also shows that the development of an inclusive environment where students feel seen, heard and understood, increases attendance.</p> <p>2. Build a culture of community and belonging for pupils EEF</p> <p>This year students have elected an LGBTQ+ lead as part of the KS5 leadership team. Poor attendance and outcomes for LGBT youth can be disproportionately high</p> | <p>1 2 3 4</p> |

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| | and creating a feeling of acceptance has provided comfort to several our students and made our community as more inclusive one as a result. In addition there is an enrichment lead, and student voice takes place weekly in tutor time, and fortnightly as a house council. | |
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Total budgeted cost: £341,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at a national level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently). This year's grade boundaries are in line with those pre-covid, making a comparison with 2019 also appropriate.

For 2024, nationally Progress 8 scores for disadvantaged and non-disadvantaged pupils showed that non-disadvantaged pupils averaged a Progress 8 score of 0.16 whereas disadvantaged pupils averaged a Progress 8 score of -0.57. This means non-disadvantaged pupils, on average, progressed more than expected when compared to pupils in their prior attainment group, whereas disadvantaged pupils achieved over half a grade less than expected by the end of KS4. The Progress 8 scores for our disadvantaged pupils was -0.71, which saw an increase of 0.03 from -0.74 in 2023 but is lower than the -0.42 achieved by disadvantaged students in 2019. This gap is wider than national average.

For Attainment 8, the score for disadvantaged students was 36.95 exceeding the national average of 34.7. It also brings up is line with 2019 results where the Attainment 8 score was 36.76. The average Attainment 8 grade for 2023-24 was 3.69. This is however under the 4.0 target. The average Attainment 8 gap for disadvantaged students nationally in Key Stage 4 (KS4) in 2023/24 is 15.5 points, which is wider than the 13.6 points in 2018/19. Our gap was 13.2 points this is smaller than the national gap.

The average point score for EBacc for disadvantaged students was 3.52 compared with 4.77 for non-disadvantaged. Nationally the gap widened for the EBacc APS from 1.35 points in 2018/19 to 1.47 points in 2022/23 and remains the same at 1.47 in 2023/24. Our gap is smaller than this at 1.25 points. 59.6% of disadvantaged students achieved 4+ in both English and Maths, 38.6% achieved 5+ in both English and Maths, narrowly missing the target of at least 40%.

The data demonstrates disadvantaged students at Longsands Academy performed better at attainment 8 than the national average, although there is still much progress to be made as the gap follows the national trend of widening between disadvantaged and on-disadvantaged. It is noted that 37% of disadvantaged students achieved positive progress 8 scores. So, whilst there is still progress to be made, there are success stories as well.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing.

Behaviour

Disadvantaged students in Y7, Y8 and Y11 have fewer suspensions compared with our non-disadvantaged students in 23/24. There is work to be done to support our Y9 and Y11 disadvantaged students who have received more suspensions than our non-disadvantaged students. Y9 is our biggest area in need of improvement with more than double of the suspension figures are from our disadvantaged students.

There has been a positive start to the academic year with reductions in suspensions for our disadvantaged students. This has been through effective intervention to prevent behaviour escalation.

There has been an increase in suspensions across academic years 23/24 and 24/25 compared with 22/23 for our disadvantaged students. There has been a 210% increase in suspensions due to a change in the behaviour policy, increased standards and expectations. Examples of changes included higher expectations of uniform, which resulted in students entering Reset for refusing to wear the correct uniform. Uniform support is available to our disadvantaged students, to remove this barrier. Other examples included defiance towards staff and failure of Reset.

Year 7 and year 10 PP students are a key focus going forward due to the high rate of suspensions compared to the previous academic year. The difference compared to other year groups were due to the increased number of boys receiving suspensions for physical assault towards students. Support was supplied through interventions such as TFTF and 1-1 interventions in recognition of the trend, with a positive effect later in the year.

With the implementation of the inspiring future leaders' program which is an external agency, which is provided for our most challenging PP students, this will provide additional support for those students to reflect on their behaviour and support them to achieve the same success as our non-PP students.

There has been a positive start to the 24/25 year. In Autumn 2 24/25, disadvantaged students suspended was reduced by 67% compared to Aut 2 23/24. Although there was a slight increase during Autumn 1 for disadvantaged students, the large decline through robust intervention and support has reduced these numbers significantly to support our suspension rate improving compared to the last academic year as a whole. Interventions such as increased communication with parents, 1-1 intervention, positive key workers, shared information for teachers, increased meetings, class changes, rewards, and routines has supported the reduction of suspensions for our disadvantaged students.

However, despite a significant reduction in suspensions and high-level incidents, detentions are higher for our disadvantaged students compared with our non-disadvantaged. PP students received a total of 2877 detentions YTD compared to 3199 YTD for our Non-PP. Reset has increased by 3.7% compared to last year for our disadvantaged students. The detention and reset rate have slightly widened this academic year compared to last.

When compared to 22/23 suspensions had no difference between our disadvantaged students and our non-disadvantaged students. Detentions were significantly higher for our non-disadvantaged students in year 10 due to persistent disruptive behaviour. Suspensions increased in 23/24 when compared to 22/23 by 27% for our disadvantaged students. There

was a 13% increase in the number of detentions during 23/24 compared to 22/23. This is due to the Academy enforcing 'silence is golden' within classrooms to maximise learning and progress for an environment that is disruption free. During 23/24, there was a 34% increase in the number of disadvantaged students in Reset compared to 22/23. Most of these were due to the expectations around uniform and the robust approach to lesson removals due to disruption to learning. This is due to staff setting a high standard and issuing sanctions consistently to ensure high standards were met by all students.

The areas for development are around the number of students placed in our Reset base and detention. With the increased consistency of the implementation of our behaviour policy, the increase of detentions has been significant. This will look at ensuring students are collected for detention to avoid any further increase to our Reset referrals and support with early intervention to ensure students are reflecting on their behaviour to avoid receiving a detention inside or outside the classroom. Barriers will be identified through the support of the pastoral team and student support officers.

Lower attendance in the pupil premium group cohort continues to impact on the performance of disadvantaged scholars. When looking at the historical data, in the 2021/2022 academic year Pupil Premium Group attendance was 82.4%. In the 2022/2023 academic year, this figure improved to 87.3%. For the 2023/2024 academic year, the attendance of Pupil Premium Group scholars was 83.9%, a decrease on the previous year. When disadvantaged students accessing alternative provision are removed from the dataset, the attendance figure rises to 86.2%. The attendance gap between disadvantaged and non-disadvantaged students in the 2023/2024 academic year was 7%, representing 19 days or 95 hours of learning time.

In response to the fall in attendance, to improve Pupil Premium Group attendance, there are several measures that we currently take.

- Pupil Premium Group attendance is reviewed and reported daily to the Senior Leadership Team. The strategic lead for attendance, will highlight key students of concern and the main reasons for absence within the cohort. From this, any necessary actions for the attendance team are then cascaded and completed.
- Pupil Premium Group scholars are the first called students in our day one calling protocol. We prioritise Year 11 Pupil Premium Group students first as lost learning for these students is felt more keenly. The attendance team telephone Pupil Premium Group students rather than email/text as telephone calls help to build positive relationships with parents/carers and demonstrate our care and attention to them.
- Routine Attendance Check In forms (RAC) continue to be used this academic year and are completed by the Tutor. These forms gather student voice and highlight barriers to attendance. RAC Forms will be altered this year so that the Tutor can complete digitally via CPOMs and the Pastoral, Safeguarding and Attendance teams are all notified simultaneously. Once barriers are identified, additional support can then be put in place to remove barriers and improve attendance for these scholars. Form tutors are expected to complete one RAC form each week. The forms are currently reviewed by the Pastoral and Attendance teams and then uploaded to CPOMs. Actions are assigned in the Attendance Tracking Meetings and reviewed by the Attendance Manager.

Finally, in 2023/24 participation in enrichment activities and clubs at Longsands dropped 0.01% from 76.5% to 76.4%. However, the gap between disadvantaged and non-disadvantaged stu-

dents attending enrichment opportunities decreased in size from 3.2% in 2022/23 to 1.4%. Overall, less students went on school trips in 2023/24 than the previous year, a drop of 5%, but the drop in disadvantaged students was greater at 12.2%. 34.8% of disadvantaged students went on a trip in 2023/24. There were large increases in both year 8 and 9 PP students accessing a trip but a decrease in trips accessed across the other three-year groups.

The aim for 2024/25 will be improve on both involvement figures, offering pupil premium students a greater number of opportunities through targeted invitations, and to generate greater student voice to identify what they would like to experience through after school clubs and support with the implementation of this through the student leadership team.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that whilst there were individual successes with over a third of disadvantaged students achieving a positive P8 score, and attainment 8 being above national, the gap between disadvantaged and non-disadvantaged is continuing to widen. Support groups were present, but there effectiveness can be increased this year through the development of smart targets, regular rotation of pm intervention and enhanced monitoring of P6 sessions.

The gap remains too high for attendance between disadvantaged and non-disadvantaged students. RAC forms have been effective in collecting voice and identifying barriers, but by digitalising these and putting them onto a central system, all staff who can support can access and action this quicker, through the allocation of actions to specified staff. Our monitoring of data has been improved for this year through how timely contact is made with home, and that this is done verbally over the phone, to develop relationships and be able to explain the need for the students to be in school. We are already starting to see the benefit of this approach.

A greater focus is required on furthering cultural capital of our pupil premium students. Whilst the gap closed between disadvantaged and non-disadvantaged, disadvantaged students still accessed less enrichment and less went on trips, lessening the cultural capital gained. A wellbeing survey needs to be taken more regularly across the year to track and identify any SEMH barriers the students may have and allow greater support through the pastoral team.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes.

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|------------------------|--------------------|
| Fresh Start | Read/Write Inc |
| The Scholars Programme | The Brilliant Club |

| | |
|-------------------------------------|---------------------------|
| Rise | Rise Youth Coaching |
| Inspiring Future Leaders' Programme | The GT Scholars Programme |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- utilising support from our local [Mental Health Support Team, and student services](#)
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.