

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Livingstone Academy Bournemouth
Number of pupils in school	143 + 27
Proportion (%) of pupil premium eligible pupils	25.87% + 11.11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/20-2024/25
Date this statement was published	Add date
Date on which it will be reviewed	26th November 2021
Statement authorised by	Kim Elms
Pupil premium lead	Laura Burder
Governor / Trustee lead	David Herbert (Regional CEO)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35000
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41000

# 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 good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, whatever their prior attainment is. We seek to know our vulnerable students well so as to determine what their individual challenges are such as those who have a social worker or are young carers.

High quality teaching and an innovative curriculum are at the heart of our approach. We believe that investing in our teachers will in turn help us to achieve excellent outcomes for all our students. Evidence has proven that this has the greatest impact on closing the disadvantage attainment gap.

Our responsive classroom ethos also ensures that relationship building is central to our understanding of the role of a teacher, this should benefit all students, but be equally important for those who are disadvantaged and need extra support.

Our whole school approach will ensure that all staff take responsibility for the disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We aim to be responsive to the arising needs that our students present in our wider school plans for education recovery and aim to utilise the National Tutoring Programme to support our students whose education has been worst affected.

We will root our approach in robust diagnostic assessment as well as continual monitoring of a range of data so that we can act early to intervene at the point a need is identified.

## Challenges

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

Challenge number	Detail of challenge
1	Behaviour: As a new school, observations and monitoring shows that staff need to understand the individual needs of each disadvantaged student Half term 1 behaviour data show that 37% of behaviour incidents in the school are for PP students which is significantly higher than the proportion of PP students.

2	Literacy levels: our baseline assessments indicate that there are currently a significant number of literacy gaps, especially amongst our disadvantaged students.
3	Numeracy: our baseline assessments indicate that there are currently a significant number of numeracy gaps, especially amongst our disadvantaged students.
4	Technology: Our observations and monitoring show that some students don't have the skills or experience in utilising technology for their learning. This has an impact on their learning and access to digital curriculum.
5	Attendance: Our attendance data from half term 1 indicates the attendance amongst disadvantaged pupils has been 7% lower than non-disadvantaged pupils. 36% of disadvantaged pupils have been persistently absent compared to 23% of their peers up until 25.11.21. Our assessment and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Financial Support: Through being eligible for FSM funds, we know that there is not equity in financial circumstances.
7	Our assessment, discussions with pupils and families show that high number of students have SEMH: This is affecting students' mental health and wellbeing which is negatively impacting progress.
8	Our assessment, observations and discussions have identified a high level of EAL families who are unable to support their disadvantaged EAL children at home with their learning.

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>To improve behaviour in class ensuring that disadvantaged students are not missing learning.</i>	<ul style="list-style-type: none"> <li>• <i>Fewer negative behaviour points- reduction by 5% from half term 1</i></li> <li>• <i>Fewer subject removals- reduction by 5% from half term 1</i></li> <li>• <i>More achievement points- increase by 5% from half term 1</i></li> <li>• <i>Issues of poor behaviour are reduced so that there is less than 5% difference between PP and non-PP students.</i></li> <li>• <i>Pupil voice confirms that behaviour is positive and that students understand the behaviour policy process.</i></li> </ul>

<p><i>To improve levels of literacy amongst disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> <li>● <i>Assessment data and observations demonstrate improved literacy skills and a smaller disparity between scores of disadvantaged pupils and their non disadvantaged peers.</i></li> <li>● <i>Teachers recognise improvement through engagement in lessons and book scrutiny.</i></li> </ul>
<p><i>To improve levels of numeracy amongst disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> <li>● <i>Assessment data and observations demonstrate improved numeracy skills and a smaller disparity between scores of disadvantaged pupils and their non disadvantaged peers.</i></li> <li>● <i>Teachers recognise improvement through engagement in lessons and book scrutiny.</i></li> </ul>
<p><i>To ensure all students are able to access the digital curriculum with confidence both within school and with home learning.</i></p>	<ul style="list-style-type: none"> <li>● <i>Qualitative data from student and parent surveys shows that students and parents feel confident with accessing technology for their learning.</i></li> </ul>
<p><i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> <li>● <i>Sustained high attendance demonstrated by the overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 3%</i></li> <li>● <i>The percentage of all pupils who are persistently absent being below 5% and the figure amongst disadvantaged pupils being no more than 3% lower than their peers.</i></li> <li>● <i>National average or above for disadvantaged students.</i></li> </ul>
<p><i>To ensure all students have equal opportunities when it comes to their learning.</i></p>	<ul style="list-style-type: none"> <li>● <i>Qualitative data from student and parent surveys reveals that they feel supported in being able to access the full content of the curriculum.</i></li> </ul>

<p><i>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</i></p>	<ul style="list-style-type: none"> <li>• <i>Qualitative data from student and parent surveys reveals that they feel supported in accessing support for mental health and well being.</i></li> <li>• <i>Qualitative data from student surveys following interventions show that the quality of these have supported their wellbeing.</i></li> <li>• <i>Increase in participation in enrichment activities.</i></li> <li>• <i>Improved attendance for those where SEMH has been reported- no more than 5% difference than SEMH pupils who are not PP.</i></li> </ul>
<p><i>To ensure that disadvantaged EAL students feel suitably supported in accessing curriculum and parents are confident with communication with school.</i></p>	<ul style="list-style-type: none"> <li>• <i>Our assessment and observations demonstrate that disadvantaged EAL students are making good progress in line with non-disadvantaged EAL students.</i></li> </ul>

## 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: £6150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Diagnostic assessments:</u></b> Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. This enables staff to identify needs and monitor progress regularly.</p>	<p><i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</i></p> <p><a href="#">Standardised tests</a>   <a href="#">Assessing and Monitoring Pupil Progress</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p>	<p>2 and 3</p>
<p><b><u>CPD to support quality first teaching:</u></b> ensure sustained outstanding T&amp;L to raise achievement for</p>	<p><i>Guidance is clear in its evidence that investing in Quality first teaching is the most effective means of supporting disadvantaged pupils (as well as non disadvantaged). Ensuring an effective</i></p>	<p>1, 2, 3 and 8</p>

<p><i>all (thereby increasing achievement for PP students)</i></p>	<p><i>teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</i></p> <p><a href="#"><u>EEF: Maximising Learning</u></a></p>	
<p><b><u>Reducing class size:</u></b> <i>pull out intervention groups where staffing is available and push in where TA support is available.</i></p>	<p><i>Reducing class size has a small positive impact of +2 month, on average. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. As an alternative to reducing class sizes, it may be possible to change the deployment of staff (both teachers and teaching assistants) so that teachers can work more intensively with smaller groups</i></p> <p><a href="#"><u>EEF: Reducing Class Size</u></a></p>	<p>1, 2,3 and 8</p>

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

Budgeted cost: £4,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group intervention for reading comprehension/ phonics using LEXIA, NELI and DEAR programme</i></p> <p>-</p>	<p><i>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</i></p> <p><a href="#"><u>EEF: Improving Literacy in Secondary Schools</u></a></p> <p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. There are some indications that approaches involving digital technology</i></p>	<p>2 and 8</p>

	<p>can be successful in improving reading comprehension.</p> <p><a href="#">OUP: Why closing the gap matters</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p><a href="#">EEF: Phonics</a></p>	
<p><b><u>Small group intervention for numeracy:</u></b> flexible grouping and lunch/ flex time interventions.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">DfE: Teaching mathematics at KS3</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">DfE: Maths Guidance KS1 and KS2</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="#">EEF: Improving mathematics in KS2 and KS3</a></p>	3
<p><b><u>One to one Tutoring/ intervention:</u></b> Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to</p>	2 and 3

<p>education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>make an impact if it is additional to and explicitly linked with normal lessons. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p> <p><a href="#">EEF: One to one tutoring</a></p>	
<p><b><u>Aspiration</u></b> <b><u>Interventions:</u></b> Entering into the Brilliant Club Scheme as a means of raising aspiration amongst our disadvantaged students.</p> <p>Monitor engagement in clubs and enrichment opportunities.</p>	<p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. The attitudes, beliefs, and behaviours that surround aspirations in disadvantaged communities are diverse, so avoid generalisations. Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.</p> <p><a href="#">EEF: Aspirations interventions</a></p>	1, 2, 3 and 7
<p><b><u>Outdoor adventure</u></b> <b><u>Learning:</u></b> At early years students will use Forest School to support their development in key skills for the future. The Wave Project will be utilised as an intervention where it is felt that student with mental health issues would benefit from this.</p>	<p>The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.</p> <p><a href="#">EED: Outdoor adventure learning</a></p>	2

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

Budgeted cost: £20500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Diagnosing pupil needs:</u></b> Support early <b>identification</b> for diagnosing pupil's needs:</p> <ul style="list-style-type: none"> <li>-academic (literacy/ numeracy?)</li> <li>-attendance</li> <li>-behaviour</li> <li>-wellbeing</li> </ul>	<p>Once you have gauged the performance of your disadvantaged pupils against national benchmarks, for pupils whose attainment is below age related expectations, you should examine what could be hindering their attainment. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance.</p> <p><a href="#">EEF: Using your pupil premium funding effectively</a></p>	<p>ALL</p>
<p><b><u>Use of data:</u></b> Embed principles of good practice set out in the DfE's Improving School <b>Attendance</b> advice.</p> <p>Clear use of <b>data</b> using a PP first approach to track and monitor attendance of students weekly and half termly allowing SLT to identify patterns in student attendance and act early with intervention. Similarly use data to track behaviour and act early to intervene so that learning</p>	<p>DfE- The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>EEF- School leaders must continually monitor the progress of the pupil premium strategy, adapting their approach when and where appropriate. As new initiatives are implemented it is important to provide support for staff so that they can take ownership of them and deliver them successfully.</p> <p><a href="#">EEF: Using your pupil premium funding effectively</a></p>	<p>ALL</p>
<p><b><u>Social and emotional learning:</u></b> Investing in interventions to support anxiety, social skills and handling emotions for specific pupils who require support with</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are</p>	<p>1 and 7</p>

<p><i>regulating their behaviour and emotions.</i></p>	<p><i>linked with poorer mental health and lower academic attainment.</i></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p><i>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Effects tend to be slightly higher on literacy outcomes (+4 months) than mathematics (+3 months). Shorter (30 mins or so) frequent sessions (4–5 times a week) appear to be the most successful structure for interventions.</i></p> <p><a href="#"><u>EEF: Social and emotional learning</u></a></p>	
<p><b>Parental engagement:</b> <i>Tailoring communications to encourage positive dialogue about learning regularly reviewing how well the school is working with parents, identifying areas for improvement offering more sustained and intensive support where needed</i></p>	<p><i>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</i></p> <p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There are also higher impacts for pupils with low prior attainment. The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of</i></p>	<p>1, 4, 5, 6, 7 and 8</p>

	<p><i>skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</i></p> <p><a href="#"><u>EEF: Parental engagement</u></a></p>	
<p><b>Contingency fund for acute issues</b></p>	<p><i>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</i></p>	<p>ALL</p>

**Total budgeted cost: £41000**

## 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.

*Due to Livingstone Academy Bournemouth opening to students in September 2021, we do not have historic data to review.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*