

Pupil premium strategy statement

This statement details our school's 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 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	360 (Sept 1 2022)
Proportion (%) of pupil premium eligible pupils	Primary: 7.5% Secondary: 33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/20-2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dr Kimberly Elms
Pupil premium lead	Mr Adam Potter
Governor / Trustee lead	David Herbert (Regional CEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,050
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£56,050

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 needs to be undertaken to better understand our specific context and needs of our disadvantaged pupils.

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.
6	Financial Support: Though being eligible for FSM funds, we know that there is no equity in financial circumstances.
7	Our assessment, discussions with pupils and families show that a 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.

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

<p><i>To improve levels of literacy amongst disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> ● <i>Assessment data and observations demonstrate improved literacy skills and a smaller disparity between scores of disadvantaged pupils and their non disadvantaged peers.</i> ● <i>Teachers recognise improvement through engagement in lessons and book scrutiny.</i>
<p><i>To improve levels of numeracy amongst disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> ● <i>Assessment data and observations demonstrate improved numeracy skills and a smaller disparity between scores of disadvantaged pupils and their non disadvantaged peers.</i> ● <i>Teachers recognise improvement through engagement in lessons and book scrutiny.</i>
<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"> ● <i>Qualitative data from student and parent surveys shows that students and parents feel confident with accessing technology for their learning.</i>
<p><i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> ● <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> ● <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> ● <i>National average or above for disadvantaged students.</i>
<p><i>To ensure all students have equal opportunities when it comes to their learning.</i></p>	<ul style="list-style-type: none"> ● <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>

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

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screening assessments: Purchase of standardised screening 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>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.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2 and 3</p>
<p>CPD to support quality first teaching: ensure sustained outstanding T&L to raise achievement for all (thereby increasing</p>	<p>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</p>	<p>1, 2, 3 and 8</p>

achievement for PP students)	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. EEF: Maximising Learning	
Reducing class size: pull out intervention groups where staffing is available and push in where TA support is available.	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 EEF: Reducing Class Size	1, 2,3 and 8

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention for reading comprehension/ phonics and language development	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. EEF: Improving Literacy in Secondary Schools 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 can be successful in improving reading comprehension. OUP: Why closing the gap matters	2 and 8

	<p><i>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.</i></p> <p>EEF: Phonics</p>	
<p><u>Small group intervention for numeracy:</u> 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>DfE: Teaching mathematics at KS3</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>DfE: Maths Guidance KS1 and KS2</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>EEF: Improving mathematics in KS2 and KS3</p>	3
<p><u>One to one Tutoring/ intervention:</u> Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils</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 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</p>	2 and 3

<p>who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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>EEF: One to one tutoring</p>	
<p><u>Aspiration</u> <u>Interventions:</u> 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>EEF: Aspirations interventions</p>	<p>1, 2, 3 and 7</p>
<p><u>Outdoor adventure Learning:</u> 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 students 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>EED: Outdoor adventure learning</p>	<p>2</p>

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

Budgeted cost: £20050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Diagnosing pupil needs:</u> Support early identification for diagnosing pupil's needs:</p> <ul style="list-style-type: none"> -academic (literacy/ numeracy?) -attendance -behaviour -wellbeing 	<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>EEF: Using your pupil premium funding effectively</p>	<p>ALL</p>
<p><u>Use of data:</u> Embed principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Clear use of data 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>EEF: Using your pupil premium funding effectively</p>	<p>ALL</p>
<p><u>Social and emotional learning:</u> Investing in interventions to support anxiety, social skills and handling emotions for specific pupils who require support with regulating their behaviour and emotions.</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 linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress</p>	<p>1 and 7</p>

	<p><i>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><u>EEF: Social and emotional learning</u></p>	
<p><u>Parental engagement:</u> <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 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>1, 4, 5, 6, 7 and 8</p>

	<u>EEF: Parental engagement</u>	
Contingency fund for acute issues	<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>	ALL

Total budgeted cost: £50,050

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.

Aim	Outcome
<p><i>To improve behaviour in class ensuring that disadvantaged students are not missing learning.</i></p>	<p>A clear and consistent behaviour policy implemented. SLT regularly monitors behaviour data enabling early intervention with students. Challenges throughout the school year engage students with their behaviour for learning. Mentoring had a positive impact.</p> <p>Data from year one shows that male students on average have more behaviour points than females overall, however, disadvantaged students have more behaviour points than non-disadvantaged students regardless of gender. Disadvantaged males are involved in incidents resulting in behaviour points 1.7 times more than non-disadvantaged males and 3 times higher than females (disadvantaged or not).</p> <p>There is no gap between PP and non PP students with the amount of achievement points received- PP students appear to achieve these in line with non-PP</p> <p>99.1% of students surveyed agreed they understand the consequences of inappropriate behaviour in class and 97.2% agree that the school has clear routines and expectations for all pupils' behaviour, across all aspects of school life</p> <p>Lessons learnt:</p> <ul style="list-style-type: none"> ● Increased use of Classcraft to engage students with their own learning. ● Pledges made at the end of the school year with key students, these to be reviewed by the end of September to ensure a positive transition to the next academic year ● With staffing increase SLT should aim to maximise mentoring which had a positive impact in term 2a. ● Continue to develop challenges which engage students with improving their

	<p>behaviour for learning.</p> <ul style="list-style-type: none"> ● Reporting needs to be completed more consistently by staff. ● Consistency across staff with both behaviour and achievement points.
<p><i>To improve levels of literacy amongst disadvantaged pupils.</i></p>	<p>CPD on literacy and inquiry ensured that literacy was central to the planning and delivery of lessons. Learning walks evidence strategies in place to promote strong</p> <p>Targeting students with LEXIA intervention has shown the following movement of students working at foundation levels to intermediate/advanced:</p> <ul style="list-style-type: none"> ● 22% word study ● 14% grammar ● 29% comprehension <p>79% of students felt they had made good progress through the use of Lexia.</p> <p>Direct instruction Intervention Reading Age Score progress for disadvantaged students showed a clear increase with an average reading age growth of 3 years.</p> <p>End of year Assessment Data for English End of Year 1 data shows that GL Progress Assessment in English our disadvantaged students have an average SAS of 94.8 vs 97.5 for non-disadvantaged. English language skills are similar in Stanine, but reading comprehension scores show that disadvantaged students slightly below their non-disadvantaged peers (average ST 3.73 vs 3.9, respectively). These reflect a national percentile (on the GL Test) of 39 for disadvantaged vs 41 for non-disadvantaged.</p> <p>Expected progress on the GL Assessment across the two groups was similar in all categories except for “more than expected”, fewer children in this category were disadvantaged.</p> <p>Lessons learnt:</p> <ul style="list-style-type: none"> ● Strategic approach to when these interventions take place in order to achieve best outcomes for students.
<p><i>To improve levels of numeracy amongst disadvantaged pupils.</i></p>	<p>Assessment Data for Maths</p> <p>End of Year 1 data shows that GL Progress Assessment in Maths our disadvantaged students have an average SAS of 96.7 vs</p>

	<p>99.9 for non-disadvantaged. Average stanines are 4.5 for disadvantaged vs 5.0 for non-disadvantaged. These reflect a national percentile (on the GL Test) of 43 for disadvantaged vs 51 for non-disadvantaged.</p> <p>Expected progress on the GL Assessment across the two groups was similar in all categories except for “more than expected”, fewer children in this category were disadvantaged.</p>
<p><i>To ensure all students are able to access the digital curriculum with confidence both within school and with home learning.</i></p>	<p>All students have been provided with chromebooks that they can use during the school day. A comprehensive induction to the key areas they require knowledge has been provided. Parents have been given the opportunity to communicate to the school if they need support with technology at home.</p> <p>End of Year 1 data and observations show that general technology skills and use is now equivalent across student groups.</p> <p>Disadvantaged families continue to report difficulty with access at home, especially now that government support for home learning has been removed.</p>
<p><i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i></p>	<p>Attendance levels dipped in term 1b (87.7%) and 2a (85.9%) for PP students.</p> <p>Attendance meetings with advisors and senior leaders has seen a positive improvement with attendance figures rising in term 2b (92.5%) and 3a (91.8%).</p> <p>The gap minimised from 8.5% to 1.6%.</p> <p>Percentage of students persistently absent also reduced from 48.39% in term 1a to 28.21% by term 2b. Our small size means that a few persistently absent students results in relatively high percentages.</p>
<p><i>To ensure all students have equal opportunities when it comes to their learning.</i></p>	<p>In 2021-22 we collected survey information from our various student groups to reflect on our offer and to identify barriers to learning. In 2022-23 we will be able to offer a more significant data set on impact from these surveys.</p>
<p><i>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</i></p>	<p>Safeguarding team are quick to respond to concerns and identify students who are struggling with their well being. Interventions</p>

	<p>have been put in place to support students with their well being and referrals made where necessary. ELSA support is provided with regular check ins to ensure that any urgent wellbeing concerns are quickly acted upon. Within our ABA there is an equal representation of students who are PP and this enables their voice and representation to be heard.</p> <p>Whole school survey was undertaken by the ABA and there were no significant differences between PP and non-PP students to questions such as “Do you feel safe in school?”.</p> <p>We have a member of staff who has now trained in Mental Health First Aid.</p> <p>In 2021-22 we collected survey information from our various student groups to reflect on our offer and to identify new ways to support wellbeing. In 2022-23 we will be able to offer a more significant data set on impact from these surveys.</p>
<p><i>To ensure that disadvantaged EAL students feel suitably supported in accessing curriculum and parents are confident with communication with school.</i></p>	<p>In 2022-23 we will be targeting our disadvantaged + EAL families with specialised and translated surveys.</p>

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
The Scholars Programme	Brilliant Club
School led tutoring	NTP
Power Up	Lexia
The Wellbeing Journey	YMCA
Corrective reading programme	Direct Instruction

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.