

Pupil premium strategy statement – Long Stratton High School

Achievement For All

Pupil Premium at Long Stratton High School

Pupil Premium projected analysis of spend 2016-2017

Long Stratton High School received £ 95,000 in Pupil Premium funding for the 2016-2017 financial year. This reflects the fact that 87 of our students were entitled to the premium.

Budget Allocation 2016-2017	Nature of Support	Objective	Projected Impact
Income: £95000			
C/F from 2015/16: £6471			
24500	Higher Level Teaching Assistants and an additional Teaching Assistant	Pupils are involved in specific literacy and numeracy intervention sessions to improve their literacy and numeracy levels. In addition Key Stage 3 PP pupils to receive booster literacy sessions to improve their literacy.	<i>Evidence should suggest that reading ages will improve in pupils targeted for intervention or support. Therefore the gap will narrow between PP and non PP pupils.</i>
475	Librarian to work with Reading Buddies	Form-time intervention at Key Stage 3 to boost pupil literacy levels.	<i>Pupils should have increased confidence in their reading. In addition the number of books being borrowed from the library will increase demonstrating more PP pupils are reading regularly.</i>
9433	PP LEAD ROLE	To have an overview of PP intervention at LSHS, to ensure all interventions are recorded and impact is analysed.	<i>A clear focus will have been maintained with all work around PP pupils in school. Evidence will have been gathered and systems put in place to ensure the gap in attainment between PP and non PP pupils has been narrowed.</i>

15000	Resources - Uniform, Music tuition costs, Food technology ingredients, Revision materials, Enrichment trips, Cashless catering, CPD books, Library books,	All resources are provided to motivate, engage, develop and enable all PP pupils to fulfil their potential.	<i>Evidence should suggest that pupils will feel more engaged with school life both curricular and non-curricular and therefore the gap between PP and non PP should begin to narrow.</i>
960	Software - 4 Matrix	This software is used at key stages 3 and 4 to analyse, compare, forecast and report on the performance of subjects, the quality of learning, the progress made by different groups of pupils, and the consistency and impact of teaching.	<i>Evidence of data analysis at regular intervals will indicate that all staff monitor pupils' progress and plan accordingly. Resulting in strategies being put in place to narrow the gap.</i>
28750	English and Maths Teacher	Additional English teacher to deliver high quality teaching to continue to raise standards for PP pupils, in addition the extra member of staff will reduce class sizes again to benefit PP pupils and consequently boost PP literacy levels.	<i>Class sizes were reduced for the academic year 2015-2016 and pupil progress has been monitored.</i>
17024	AFA Periods for Staff	AFA Mentoring programme closes the gap between home and school. A support programme for all PP pupils to encompass setting academic and non-academic SMART targets to help them achieve their potential.	<i>Evidence demonstrates that an effective relationship between mentor and mentee (and home) increases pupils engagement in life in school both curricular and non-curricular.</i>
3800	Aspire Breakfast Club Staff and food	To provide a safe and welcoming environment for pupils to come and get the best possible start of the day. 1 in 7 children in the UK and Ireland go to school without eating breakfast. Going to school	<i>Evidence should suggest that pupils that attend the Aspire Breakfast Club will achieve better throughout their time in school. This will again narrow the gap in achievement between those PP and non PP pupils.</i>

		without breakfast has a direct impact on children's behaviour and concentration in lessons, making it harder for them to reach their full potential. It also means teachers spend more time dealing with the effects of hunger and less time helping children learn.	
3600	The Brilliant Club	To raise aspirations of pupils. The Scholars Programme exposes pupils to a challenging academic environment that supports continued success within a context of high expectations and promotes a culture that champions excellence and hard work. At least 33% of those pupils will be PP / DAD.	<i>Pupils involved will have raised aspirations, will work hard and aim to study and graduate from top universities. It will develop a love of learning and research in pupils. Following on other pupils from other years should strive to become involved with TBC. Ultimately more PP / DAD pupils will go on to more aspirational post 16 choices.</i>
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