



**LONGSPEE**

High Expectations on the Journey to Success

# **LONGSPEE ACADEMY Pupil Premium Policy**

**Adopted by Governors: November 2013**

**HIGH EXPECTATIONS ON THE JOURNEY TO SUCCESS  
PART OF THE AMBITIONS ACADEMIES TRUST**

## Principles

As a Academy we recognise that all our pupils bring with them specific needs which make every individual a unique case and we seek in all we do to recognise and celebrate that uniqueness. It is in the nature of the Academy's intake that disadvantage is often a factor in the background of our pupils. Being socially disadvantaged is therefore common among Longspee's client group. As a consequence staff and Governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

## Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds which research shows underachieve compared to their non-deprived peers. In general terms such pupils are those who receive free school meals or who are 'looked after'. At Longspee Academy that group comprise almost 50% of those currently in the Academy and so they are of high significance.

The Government has made available to Academies a fixed sum of money per pupil within the pupil premium group, consequently the amount of money we receive depends upon the number of children we have who fall into that group. This sum of money will increase year on year during the current Parliament.

Whilst the Government is not dictating how Academies spend this money, it is understood that they will need to employ the strategies that they know will support their pupils to increase attainment and so 'narrow the gap'. At Longspee Academy we believe that targeted one to one support is the best strategy to achieve this outcome since it complements the other strategies we employ, for example small class size and overcomes one of the commonest problems our children experience, fear of failure in front of their peers.

## Provision

The Governing Body have agreed that to ensure we work to close the gap for our disadvantaged children, we will fund one to one support to provide an enhanced learning opportunity for these pupils, principally in literacy. The choice of the literacy focus derives from the fact that for many of our pupils it is poor literacy that prevents their accessing the broader curriculum. It is to be understood that this provision will largely although not exclusively target those within the pupil premium group. We reserve the right to make judgements regarding the degree of social deprivation experienced by our pupils and we recognise that such pupils may not be in receipt of free school meals or be 'looked after'.

Two members of staff are established who will provide a timetabled programme of interventions with named pupils with the intention of addressing identified weaknesses. Through regular assessments we aim to demonstrate significant improvements in the following indices:

- Reading Accuracy
- Reading Comprehension
- Spelling Age
- Sight Vocabulary
- Phonics

The outcomes of these assessments will be used to measure gains against their starting points for our deprived pupils.

Through this strategy we hope to:

- Improve pupils' ability to access the curriculum
- Increase their level of academic achievement
- Enhance their life experience and level of economic wellbeing

## **Success criteria**

We expect to be able to measure the impact of these interventions through:

- Greater involvement in the curriculum
- Increased levels of achievement
- Decreased evidence of social dysfunction (better behaviour)

This provision forms a part of the broader offer Longspee makes to provide for the education and social needs of our client group.

## **Reporting**

The staff charged with the responsibility of delivering the one to one intensive support will undertake to maintain accurate records of their work and the outcomes achieved. This information will be made available to the senior leaders on a Termly basis and the outcomes collated to enable a measure of success to be derived. The result will then be made available to the Governing Body through the Curriculum sub-committee.

**Reviewed: September 2014**

**HIGH EXPECTATIONS ON THE JOURNEY TO SUCCESS  
PART OF THE AMBITIONS ACADEMIES TRUST**