

## Pupil Premium Strategy: Lindbergh Campus

Pupil premium is additional funding Lindbergh Campus receives to support students that are economically disadvantaged. Lindbergh Campus uses the money to allow these pupils to achieve their potential. The school gains Pupil Premium funding if they are currently in receipt of a free school meal or have been in the last six years. Students will gain additional funding if they are in care or have been adopted. If parents are in the armed forces this would also qualify for the funding.

Pupil premium money must be spent on improving academic outcomes and narrowing the gaps between that of their more advantaged peers. At Lindbergh Campus, we track student progress alongside their school attendance and engagement in learning in every lesson.

We currently have eligible students for pupil premium funding of which 4 are CIC and 7 have EHCPs.

<b>1. Summary</b>					
			19 Dec 2018	5 April 2019	1 July 2019[MC1]
<b>School</b>	Lindbergh Campus	<b>Number of pupils eligible for PP in total</b>	33	35	37
<b>Academic Year</b>	2018-19	<b>CIC eligible for PP</b>	4	4	5 including year 11
<b>Total roll</b>	46	<b>Total PP funding</b>	£38,339		

\*Funding can change termly due to individual circumstances and changes in the cohort

<b>2a. Current Progress - students making expected progress or better</b>							
Autumn KS3	PPG	Whole cohort	Gap	Autumn KS4	PPG	Whole Cohort	Gap
English	83%	83%	Same	English	71%	80%	-9%
Maths	44%	44%	Same	Maths	70%	61%	+9%
Science	70%	70%	Same	Science	81%	79%	+2%
Spring KS3	PPG	Whole cohort	Gap	Spring KS4	PPG	Whole Cohort	Gap
English	47%	47%	same	English	74%	74%	same
Maths	53%	66%	-13%	Maths	75%	70%	+5%
Science	64%	66%	-2%	Science	88%	71%	+17%
Summer KS3	PPG	Whole cohort	Gap	Summer KS4	PPG	Whole Cohort	Gap

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English	60%	56%	+4%	English	50%	46%	+6
Maths	60%	56%	+4%	Maths	70%	64%	+6
Science	53%	56%	-3%	Science	86%	64%	+22%

\*Autumn to Spring from 6 to 15 students

### 2b. Attendance

KS3	PPG	Whole cohort	Gap	KS4	PPG	Whole cohort	Gap
December 2018	96%	94%	+2%	December 2018	85%	83%	+2%
April 2019	91%	90%	+1%	April 2019	77%	77%	same
1 <sup>st</sup> July 2019	89%	87%	+2%	1 <sup>st</sup> July 2019	75%	75%	same

### 2c. Engagement in class

KS3	PPG	Whole cohort	Gap	KS4	PPG	Whole cohort	Gap
December 2018	77%	74%	+3%	December 2018	76%	71%	+5%
April 2019	81%	74%	+7%	April 2019	69%	73%	-4%
1 <sup>st</sup> July 2019	65%	64%	+1%	1 <sup>st</sup> July 2019	62%	60%	+2%

### 3. Barriers to learning (for pupils eligible for PP)

In-school barriers	
A	Below 85 SS literacy skills
B	Below 85 SS numeracy skills
C	Poor learning skills including organisation and resilience
D	Pupils unable to engage in learning successfully due to social, emotional and health needs
E	Gaps in prior learning
External barriers	
F	Low attendance
G	Poor punctuality

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<i>H</i>	Low aspirations
<i>I</i>	Limited access to positive role models
<i>J</i>	Parental engagement
<i>K</i>	Contextual social circumstances

<b>4. Desired outcomes</b>		
	Desired outcomes and will they be measured	Success criteria
<i>(i)</i>	Attendance and punctuality of PPG students increases as they value the offer. Increased participation.	The target is to ensure that PPG student's attendance matches and/or exceeds non-PPG students. Increase in positive feedback from staff as recorded on school pod. Student voice
<i>(ii)</i>	Gaps are identified and interventions are in place to teach gaps	Additional -1-2-1 intervention strategies are in place to support the needs of PPG learners that have specific needs. - Quality First teaching evidenced through lesson observation and work scrutiny - Progress data will be regularly reviewed and demonstrate progress. - Quick identification of pupils who are demonstrating poor progress,

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		leading to increased support and review of offer.
(iii)	Pupils are ready to learn	Personalised food and drink available before, after and during break. As per need equipment and uniform made available.
(iv)	Pupils reading levels improve and they have language rich access to books and reading materials.	Additional and personalised interventions implemented which build on and consolidate and develop learning from standard lessons/interventions such as Lexia - Personalised reading materials sourced
(v)	Pupils are exposed to a wide range of social/cultural and sporting experiences.	In addition to standard opportunities pupils attend events/participate and visit places they would not usually be exposed to. Positive feedback evidenced in pupil questionnaires which demonstrated improved motivation

<b>5. Planned expenditure 2019 - 2020</b>						
Closing the gap educationally						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well?	Staff lead	When will it be reviewed?	Estimated costing
PP students to narrow gaps in learning	Teacher to pupil ratio increased to allow focussed intervention on gaps within core subjects. TA to be utilised to deliver sessions 1 day a week which will lower the Teacher: pupil ratio in classes.	High quality 1-2-1 teaching is shown to narrow the gap of disadvantaged pupils.	Through each assessments and monitoring (Learning Logs and ILP)	KS/SS	Termly	£3,800
Staff are fully aware of students that are not making progress and interventions are in place to support	Pupil planning and Teaching and Learning meetings to discuss plans/interventions for underperforming students	Staff will be able to identify gaps and plan to meet needs of the individual	Through each assessment and within Pupil planning and Teaching and Learning meetings	KC	Termly	

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Numeracy support to be given 1-2-1 for students to develop basic numerical/functional skills	Teacher to pupil ratio increased to allow focussed intervention on gaps within core subjects. Teacher and TA identified to be Numeracy Champion to be assigned to support PPG pupils 0.5 day/wk.	High quality 1-2-1 teaching and support is shown to narrow the gap of disadvantaged pupils.	All students to make above average progress. Opportunities for students to complete entry level if required with targeted support.	KC	Termly	£1,900 TA £5,567 teacher (total £6,467)
Improvement in reading scores	Pupils select books and school to purchase for them to take home and read Home visit to upskill parent on Literacy (2 hours) Literacy Champion identified within setting to drive improvements in Literacy To order regular new /magazines for students to read during breaks and lunchtime.	Research shows that disadvantaged pupils read less outside of school. Low reading scores impact upon progress in all subjects.	- data scores from reading tests will show rapid progression. - Log of students borrowing books. Link with parents/carers regarding books to encourage reading at home - lesson observations.	SiS/HB	Termly	£200 for new books  £90  Magazines £100
Total annual spend – Closing the gap - approximately £10,657						
Targeted support						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well?	Staff lead	When will it be reviewed?	Estimated costing
Improvements in reading scores	1-2-1 teaching and more opportunities for students to read across lessons. Lexia, Nessie and Catch	High quality 1-2-1 teaching and support is shown to narrow the gap of disadvantaged pupils.	Data scores from reading tests will show rapid progression.	BY SiS/HB	Half termly	£700 for Lexia and Nessie Summer term –Training started for

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	up Literacy SEND champion for Literacy, dyslexia, speech and language and processing training to cascade to staff					staff to create SEND champions and diversify interventions
PP students with Below average numeracy scores have a basic understanding of numeracy	Regarding numeracy - below average PP students have separate 1:2:1 lesson to support with entry level exams.	Significant gaps in learning with several students mean they are unable to access both Functional and GCSE exams.	Bespoke timetabling to allow 1-2-1 teaching. Entry level to be completed. Additional sessions provided before each assessment	KC	Half termly	£1,417.50
Total spend annual – targeted support - £2,117.5						
Enrichment and experiences						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well?	Staff lead	When will it be reviewed?	Estimated costing
For pupils to experience vocational opportunities.	Brainy dogs	Students develop relationships with animal. Simple positive interactions. Students enjoy sessions they have an interest thus improving attendance and post 16 opportunities.	Student feedback Attendance Feedback from provider	KC/SS	Weekly planning meetings	£600 term 1 £500 term 2 £500 term 3 £1,600
	Poplar Care Farm	Students develop social communication skills whilst learning about and within the environment. Learning	Student feedback Feedback from provider Attendance	KC/SS	Weekly planning meetings	£1,920

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		to care for animals and developing independence skills				
	PLOT	Students develop social communication whilst learning about and within the environment. Learning to care for animals and self-expression through creativity in the workshops	Student feedback Feedback from provider Attendance	KC/SS	Weekly planning meetings	£125 per day and they provide transport. Total £4,500
Students to develop engagement and ability in curriculum areas.	Norwich theatre	Stretching the most able and giving pupils opportunities to experience different activities. On site and off site.	Student feedback Attendance Evaluation from staff	KC	Half termly	£100
Students to develop fitness and sports skills	1:2:1 gym for specified students – part of PEP's	Qualified coaches develop students' interest in fitness and develop resilience. Increases self-confidence and body awareness.	Student feedback Attendance Feedback from provider	KC	Weekly	£45
Students engage in activities to promote well-being and participation	Fishing	Students take part in activities they would not normally be able to participate in. Develop	Student feedback Attendance AQA qualifications achieved where	KC/FD	weekly	£1,230 + £492 = £1,722

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		new skills, relationships, awareness of the environment and self-esteem.	possible.			
Total Enrichment and experience =£9,847						
Other approaches						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well?	Staff lead	When will it be reviewed?	Cost annually
For pupils to have basic needs met to ensure they are ready physically to learn.	Food/drink available in hall room at breakfast breaks and lunch. Food provided before exams.	The EEF found that food on arrival and throughout the day can boost reading, writing and maths.	Student feedback to ensure that food meets the needs of students and a variety of food is on offer.	KC	Half termly	£1000
Students are supported with emotional and mental needs to allow them to access school and learning	Student counselling in term 1 to 2	Mentoring for vulnerable students to provide to provide social and emotional support through practical strategies.	Monitor by student feedback and Student councillor.	KC/FD	Weekly	£2250
Students and families receive support if they live outside of catchment or who are unable to use public transport. Fair accessibility to school.	Taxi and one student train	By providing monthly taxi, one train for one student for PP students this should promote attendance and punctuality.	Monitor punctuality and attendance. -Feedback to parents.	KC	Weekly	£10,800 (estimated £13,800 until end of term)
	Other approaches total					£14,050
Estimated total						£36,6715

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