



## Pupil Premium Strategy Statement

### School Overview

Metric	Data
School name	Landau Forte Academy Amington
Pupils in school	907 (June 2021)
Proportion of disadvantaged pupils	2019-2020: 37% (318/857) 2020-2021: 32% (288/907)
Pupil premium allocation this academic year(2019-2020)	£282,370
Academic year or years covered by statement	2019-2020 2020-21
Publish date	September 2020
Review date	September 2021
Statement authorised by	Andrew Deen
Pupil Premium lead	Michelle Corrigan
Governor lead	Sharon Cade

### Disadvantaged pupil performance overview for last academic year 2019-2020

Attendance	<b>2019-20</b>			
	<b>DA National Average</b>	<b>DA LFATA</b>	<b>Non DA National Average</b>	<b>Non DA LFATA</b>
	92.2%	92.5%	95.6%	96.2%
Attainment 8	31.87%(2020)			
Percentage of Grade 5+ in English and Mathematics	17.3%			

## Strategy aims for disadvantaged pupils

Aim	Target	Target date-reviewed Summer 2021
Progress 8	P8 +1 and in line with non-disadvantaged peers nationally for next 3 years	September 2022
Attainment 8	In line with non-disadvantaged peers nationally for next 3 years	September 2022
Percentage of Grade 5+ in English and Mathematics	Achieve in line or exceed English & Maths 5+ with non DA peers	September 2022
Other	Attendance for DA students continues to improve to be in line with or exceed National average	September 2022
Ebacc entry	To be on/above national expectation (75%of DA)	September 2022

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Improved levels of literacy across the school : <ul style="list-style-type: none"> <li>• A range of discrete revision projects to include: breakfast revision, out of hours classes, targeted revision materials, masterclasses with examiners.</li> <li>• Targeted home learning projects to include retention and recall activities.</li> <li>• Wider reading using Accelerated Reader</li> </ul>
Priority 2	Consistently high and bespoke QFT: <ul style="list-style-type: none"> <li>• Implementation of curriculum model to build on knowledge and retention</li> <li>• Through focussed CPD on knowledge retention</li> <li>• Small group and 1:1 support for disadvantaged pupils</li> <li>• Improved access to learning resources</li> </ul>
Barriers to learning these priorities address	Ability to access an ambitious curriculum due to low levels of literacy and numeracy upon entry. Low aspirations of students
Projected spending	<b>£36,385</b>

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Disadvantage students to achieve GCSEs in line with non- disadvantaged peers particularly in English and Mathematics through a series of strategies :</p> <ul style="list-style-type: none"> <li>• Strongly staffed departments</li> <li>• Careers input to raise aspirations and the profile of GCSE success</li> <li>• Study skills support workshops to develop routines</li> <li>• Targeted before/after school intervention programmes to support QFT</li> <li>• Students given the resources they need to access learning. Know them, Tell them, Equip them.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Access to resources including devices</li> <li>• Levels of literacy upon entry</li> <li>• Lack of independent study habits</li> <li>• Aspirations and prior experiences</li> </ul>
Projected spending	<b>£71,132</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p>All students must have access to a well-rounded and memorable educational experience through sports, arts and other experiences that lend cultural capital to the school experience of all students.</p> <ul style="list-style-type: none"> <li>• House Champions to strategically target DA students for activities</li> <li>• DA students supported financially to attend experiences</li> </ul>
Priority 2	<p>All students are fully engaged in learning including at risk groups through a series of strategies :</p> <ul style="list-style-type: none"> <li>• Pastoral support through in class support and mentoring</li> <li>• Mental health support including counselling</li> <li>• Attendance support to include equipment and uniform</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Attendance and engagement with synchronous and asynchronous learning</li> <li>• Lack of equipment</li> </ul>
Projected spending	<b>£80,868</b>

### Monitoring and implementation

Area	Challenge	Mitigating action
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Teaching	Capacity for further training and embedding of QFT	<ul style="list-style-type: none"> <li>• INSET Days</li> <li>• Thursday CPD</li> <li>• Online National College Training</li> <li>• Coaching</li> </ul>
Targeted support	Timetable restrictions Staff availability for bespoke coaching	<ul style="list-style-type: none"> <li>• Increase in support staff</li> <li>• LSAs and Counsellor to support students</li> </ul>
Wider strategies	Encouraging engagement of students and parents and carers	<ul style="list-style-type: none"> <li>• Edulink</li> <li>• Student voice /leadership /drop ins</li> </ul>

**Plan: Next year's aims and actions in brief (full plan in draft – June 2021)**

<p><b>Aims:</b></p> <p>1. Securing high quality teaching and learning for disadvantaged students</p>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Structured staff CPD programme derived from QA process</li> <li>• QFT teaching leading from fully staffed departments</li> <li>• Small/ability set classes in Maths and English</li> <li>• Focussed and aspirational targets 0.13 for all</li> <li>• Effective use of accurate data to guide interventions</li> </ul>
<p>2. Securing consistently robust systems of leadership and management for disadvantaged students</p>	<ul style="list-style-type: none"> <li>• Dedicated staff member to drive progress</li> <li>• CLs/pastoral leads to report on PP progress</li> <li>• Learning of PP prioritised in the classroom through targeted questions and marking</li> <li>• PP progress and strategies to be an agenda item for LM meetings</li> </ul>
<p>3. Securing rigorous and robust intervention strategies to raise attainment and aspirations</p>	<ul style="list-style-type: none"> <li>• Raise the RA of students</li> <li>• Raise the standard of language acquisition through use of tier 2 vocabulary and modelling</li> <li>• Targeted interventions based on data</li> <li>• Bespoke after school programmes</li> <li>• Targeted revision classes</li> <li>• Heggarty maths and Massolit programme used to develop contextual knowledge and consolidate skills</li> <li>• Priority careers support to ensure destinations for all PP students</li> </ul>

<b>Other aims:</b>	
Focus on continuing to improve outcomes in Mathematics	<ul style="list-style-type: none"> <li>• Work with Mathematics department on numeracy skills to ease access to Mathematics</li> <li>• 'Heggarty' Maths programme used in tutor time and to enhance home learning</li> <li>• Further CPD in numeracy for supporting staff</li> </ul>
Focus on pathways and aspirations of disadvantaged students	<ul style="list-style-type: none"> <li>• Curriculum planning to include careers pathways</li> <li>• Development of cultural capital through exposure to texts and experiences across the curriculum</li> <li>• Robust careers plan and support</li> <li>• All disadvantaged students are in full-time education/employment /apprenticeship suited to their life goals at transition</li> </ul>
Focus on continuing to improve Literacy levels to enable inclusive access to the KS3/4 ambitious curriculum so that levels of progress continue to increase	<ul style="list-style-type: none"> <li>• Continuity of literacy work in tutor time and through SEND support</li> <li>• Explicit use and teaching of tier 2/3 vocabulary in all curriculum areas</li> <li>• Access to MyOn for all students</li> <li>• Modelling of appropriate language through staff</li> </ul>

