

## Pupil Premium (PP) strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Landau Forte Amington
Number of pupils in school	953 (284 are Pupil Premium)
Proportion (%) of pupil premium eligible pupils	30% (27% national average)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	Sept 21
Date on which it will be reviewed	Sept 22
Statement authorised by	Andrew Deen, Principal
Pupil premium lead	Dr Jon Morris, Vice Principal
Governor / Trustee lead	Geoff Parsons, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,630
Recovery premium funding allocation this academic year	£43,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£347,565

# Part A: Pupil Premium strategy plan

## Statement of intent

We firmly believe education is a powerful tool for enhancing social mobility and ensuring a fairer, more egalitarian, society. It is therefore our firm intention that all pupils, regardless of their background, or the contextual challenges they face, make good progress and achieve high attainment. This is particularly emphasised in the English Baccalaureate (Ebacc.) subjects, as research by the UCL Institute of Education shows that studying these subjects provides students with greater opportunities in further education. Additionally, it also increases the likelihood that a pupil will stay on in education.

The focus of our pupil premium strategy is therefore to support disadvantaged pupils to achieve our firm intention, outlined above. This includes supporting the progress of those who are already high attainers, as well as those who require additional support. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers, regardless of whether they are disadvantaged or not.

In examining our approach, we believe our students are entitled to the highest quality teaching, which will ensure they master the powerful knowledge that will enable them to lead successful and prosperous lives. Consequently, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will also be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other and help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are actively engaged and challenged in the work that they are set
- Act early to intervene, at the point need is identified, to select the most effective support and strategy
- Adopt a whole school approach, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b>Outcomes for disadvantaged pupils are below that of their peers</b></p> <p>While assessment data reveals an improving picture, outcomes for KS4 pupil premium are generally lower than their peers. High quality teaching is an area, which can support disadvantage students with the most efficacy.</p> <p>The national picture reveals that in 2019 disadvantaged students Progress 8 was -0.45, which was -0.58 less than their peers at 0.13. The schools 2021 assessment data reveals a Progress 8 of 0.01, which was -0.03 behind their peers. While this is pleasing it should remain a focus so standards do not regress.</p>
2	<p><b>Low literacy levels and exposure to high quality reading texts</b></p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This affects their progress in all subjects.</p> <p>For instance, GL progress assessments on entry to year 7 for the 2020 cohort indicate that on average pupil premium students' narrative reading comprehension, is approximately 11% below their peers. While on average pupil premium students' non-narrative reading comprehension is approximately 10% below their peers</p>
3	<p><b>Low numeracy levels and basic maths ability</b></p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>For instance, GL progress assessments on entry to year 7 for the 2020 cohort indicate that on average the pupil premium mathematic stanine is approximately 15% below their peers.</p>
4	<p><b>Lack of aspiration beyond school</b></p> <p>Destination tracking data, conversations with our careers advisor, and teacher feedback indicates that disadvantages KS4 pupils generally have lower aspirations than their peers.</p> <p>For instance, destination data for the year 11 cohort in 2021 reveals that pupil premium students progressing to level 3 qualifications is approximately 15% below their peers.</p>

5	<p><b>Reduced cultural capital and exposure to experiences</b></p> <p>Our discussions with pupils and families suggest that the cultural capital of many of our disadvantaged pupils is significantly less than their peers. This included exposure and access to knowledge, such as by visiting museums, libraries, theatre, large cities and so on.</p> <p>Credence for this is derived from the work of French sociologist, Pierre Bourdieu (1973). He observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.</p>
6	<p><b>Poor attendance and parental engagement in learning</b></p> <p>Our attendance data over the 2021 academic year indicates that attendance among disadvantaged pupils has been between 3.3% lower than for the entire cohort.</p> <p>29.9% of disadvantaged pupils have been ‘persistently absent’ compared to 16.7% for the entire cohort, during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>

## 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.

Intended outcome	Success criteria
<p>Outcomes for disadvantaged students will be in line with non - disadvantaged peers, with a focus on the Basics (English/Maths) and Ebacc subjects.</p>	<p>By the end of our current plan in 2021/22, 7% more disadvantaged pupils enter the English Baccalaureate (EBacc). In the 2020/21 years, this figure was 11% (14% for all).</p> <p>2021/22 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• Attainment of disadvantaged pupils is at or above 43.00</li> <li>• Basics% L4+ for PP pupils is at or above 50%</li> <li>• Basics% L5+ for PP pupils is at or above 37%</li> <li>• Levels of PP Progress in English and Mathematics in line with the progress of their peers.</li> <li>• Levels of literacy (reading and writing) are the same level as their peers</li> </ul>
<p>Improved reading comprehension among</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged</p>

disadvantaged pupils across KS3.	pupils and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lessons and book scrutiny.
Improved mathematics skills among disadvantaged pupils across KS3.	Mathematic tests demonstrate improved skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lessons and book scrutiny.
Increased aspirations for all disadvantaged students	<p>Destination data indicates NEET is at national average. There will be a smaller disparity between the numbers of disadvantaged pupils gaining entry onto level 3 qualifications, when compared to their peers.</p> <p>Aspirations will also be further supported by ensuring all disadvantaged students are given the opportunity to attend at least one aspiration raising activity, such as a university visit.</p>
Increased cultural capital for all disadvantaged students	<p>Teacher reports and class observations suggest disadvantaged pupils have access to more knowledge associated with cultural capital and engage more actively in lessons.</p> <p>All disadvantaged students are given the opportunity to attend at least one cultural enhancement activity, such as a visit to a theatre, library, large city etc.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall attendance rate for all pupils being 95% or more, and the attendance gap for disadvantaged pupils is in line with their peers</li> <li>• The percentage of all pupils who are persistently absent is below 15% and the gap for disadvantaged pupils is in line with their peers</li> </ul>

## 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)

1. Securing consistently high-quality teaching and learning for disadvantaged pupils
2. Securing effective leadership, to monitor the impact of intervention strategies and support PP pupils

PP budgeted cost: £88,000

RP budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to improve Quality First Teaching. Including knowledge recall and repeated practice</p> <p>This will also involve increasing access to high quality internal and external CPD and more subject specific CPD.</p>	<p>Findings from EEF - Teacher Toolkit – based on mastery of learning approach, reveals a low cost, high impact strategy, which is the basis for the Academy teaching model.</p> <p><a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,4
<p>Provision of smaller teaching groups on Y11 to focus on closing the attainment gap</p> <p>This will be supplemented with the effective use of assessment data to decide which KS4 pupils will benefit most from the smaller intervention groups</p>	<p>Findings from EEF - Teacher Toolkit – based on reducing class sizes; reveals a low cost, high impact strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Effective use of data to support school improvement is also identified by the National Foundation for Education Research as improving teaching and learning</p> <p><a href="https://nfer.ac.uk">Schools' use of data in teaching and learning (nfer.ac.uk)</a></p>	1,2,4
<p>Dedicated leadership and leader to drive progress, aspiration and experiences of pupil premium pupils</p>	<p>EEF - Putting evidence to work: a school's guide to implementation, reveals that school leaders play a central</p>	1,2,3,4,5

<p>This will also involve the leader ensuring that pupil premium students have a high profile in the classroom and for teaching and learning</p>	<p>role for improving education practices and implementing strategies</p> <p><a href="#">Putting Evidence to Work - A School's Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

3. Implementing effective intervention strategies, which are data driven

PP budgeted cost: £84,130 RP budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSA support in classes to target and support pupil premium students</p> <p>In addition, LSA support will be data led based on tracking of SEND and pupil premium outcomes</p>	<p>Findings from EEF - Teacher Toolkit – teaching assistant intervention, reveals a moderate impact for moderate cost</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2</p>
<p>Targeted interventions of pupil premium pupils by literacy, numeracy, science and Ebacc</p> <p>A range of intervention strategies will be utilised, including PiXL based resources and reading</p>	<p>Findings from EEF - Teacher Toolkit – one to one tuition, reveals high impact for moderate cost</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2</p>
<p>Data tracking software and support for closer monitoring of pupil premium students</p> <p>This will include the utilisation of SISRA to support the data analysis process</p>	<p>Effective use of data to support school improvement is also identified by the National Foundation for Education Research, as assisting in focusing on specific areas and supporting the interpretation of outcomes</p> <p><a href="#">Schools' use of data in teaching and learning (nfer.ac.uk)</a></p>	<p>1,2</p>

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

- 4. Raising the engagement and resilience of PP pupils
- 5. Raising the aspirations and cultural capital of PP pupils

PP budgeted cost: £131,500 PP budgeted cost: £13,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund for trips, visits and extracurricular learning. Including university visits, external speakers and careers advice</p> <p>This will be supplemented with raising the pupil premium participation in wider school activities</p>	<p>Findings from EEF - Teacher Toolkit – art participation and aspiration interventions, reveals a moderate impact for low cost</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>3,4</p>
<p>Use of PTT programme to develop resilience and aspirations of pupil premium students including careers guidance</p>	<p>Findings from EEF - Teacher Toolkit –social and emotional interventions, reveals a moderate impact for a low cost</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Findings from EEF - Teacher Toolkit – aspiration interventions, reveals an unclear impact for a low cost</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>3,4,5</p>



<p>Mental health and counselling to support the well-being of pupil premium students</p> <p>This will also include the use of the PASS survey to help be proactive in the identification of issues</p>	<p>Findings from EEF - Teacher Toolkit –social and emotional interventions, reveals a moderate impact for a low cost</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>3,4,5</p>
<p>Behaviour support, mentoring and alternative provision support programmes</p> <p>Additionally, this will ensure pupil premium students are ready to learn and have the necessary provisions</p>	<p>Findings from EEF - Teacher Toolkit – behavioural interventions, reveals a moderate impact for low cost</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1,2,3,4,5</p>
<p>Reduction in the digital divide gap to ensure there are no barriers to learning for pupil premium students</p>	<p>Findings from EDT – lack of ICT is a barrier to learning</p> <p><a href="#">Bridging the digital divide: evidence and advice on remote learning and digital equality - Education Development Trust</a></p>	<p>1</p>
<p>Attendance support strategies to ensure pupil premium students have high levels of attendance</p> <p>This will include engaging with parents/guardians to ensure families and the school are working together</p>	<p>Attendance Works – too many absences affect student achievement</p> <p><a href="#">Strategies For School Sites - Attendance Works</a></p>	<p>5</p>

**PP total budgeted cost: £303,630    RP total budgeted cost: £43,935**

## 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.

Our Year 11 outcomes for 2020/21 reveal a pupil premium Progress 8 score of +0.01 (based on internal Academy data), which in light of the pandemic suggests a very positive outcome. This is especially pleasing given that the national average pupil premium Progress 8 for the last externally reported results in 2018/19 was -0.45

Attainment 8 for pupil premium also increased to 43.44 (based on internal Academy data), which is only 4 points below their peers. Again, this represents a positive picture given that the national average pupil premium for Attainment 8 for the last externally reported results in 2018/19 was 33.7. However, it should be noted that outcomes are expected to transition back to 2019 levels as the government looks to normalise GCSE assessments and move back to externally assessed exams.

Our assessment of the cohorts of students joining the Academy, via CAT4 and GL progress tests reveals year groups, which are increasingly weighted towards LPA. A key reason for this, points primarily to Covid-19 impact, which disrupted learning to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from pupil premium funded improvements to teaching and targeted intervention.

Pupil premium overall attendance in 2020/21 was lower than in the last academic year by approximately 4.5%. While persistent absence was also lower by approximately 21%. Although it should be noted, last academic year remained challenging with the impact of Covid-19 and the 2019-20 year's attendance requirements were also different, making comparisons difficult. Nonetheless, these gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Finally, our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

<b>PP KPI</b>	<b>Target by 2021-22</b>	<b>Review 2021</b>
Progress 8 score average	+0.01	P8 score of +0.01 in light of the pandemic is a positive outcome and on target for 2022
Attainment 8 score average	43.0	Attainment increased to 43.44 and the target is to remain at, or near, this level
Grade 4+ English and Maths	50%	Attainment of 50% and the target is to remain at, or near, this level
PP attendance above national.	>95%	PP attendance was 88.1%, which is lower than the previous year at 92.6%%
PXs below national average	<0.10 of the % of students on roll (equates to 1 PXs)	1 student was permanently excluded last academic year and the target is to stay at the same level