

## Pupil premium strategy statement

This statement details our academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding over the next 3 academic years and the effect that last year's spending of pupil premium had within our academy.

### School overview

Detail	Data
School name	Landau Forte Academy, Amington
Number of pupils in school	978
Proportion (%) of pupil premium eligible pupils	34.5%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Andrew Deen, Principal
Pupil premium lead	Wendy Seward, Assistant Principal
Governor / Trustee lead	Geoff Parsons, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,245
Recovery premium funding allocation this academic year	£87,492
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£399,737</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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## 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 Attainment 8 was 43.34 which was 4.05 less than their peers. The schools 2022 assessment data reveals a similar picture and will be a priority for the next 3 years.</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 2022 cohort indicate that on average pupil premium students' narrative reading comprehension, is 77% of that of their peers.</p> <p>While on average pupil premium students' non-narrative reading comprehension is approximately 72% of that of 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 2022 cohort indicate that on average the pupil premium Mathematics National Percentile rank is 8.4 % 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>

	For instance, destination data for the year 11 cohort in 2022 reveals that pupil premium students progressing to level 3 qualifications is approximately 15% below their peers.
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 2022 academic year indicates that attendance among disadvantaged pupils has been between 6.4% lower than for the entire cohort.</p> <p>30% of disadvantaged pupils have been 'persistently absent' compared to 36% 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
Outcomes for disadvantaged students will be in line with non -disadvantaged peers, with a focus on the Basics (English/Maths) and Ebacc subjects.	<p>By the end of the 3 year plan 2025, 7% more disadvantaged pupils enter the English Baccalaureate (EBacc). In the 2021/22 years, this figure was 19.6% (35% for all).</p> <p>2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• Attainment of disadvantaged pupils is at or above 40.00</li> <li>• Basics% L4+ for PP pupils is at or above 64%</li> <li>• Basics% L5+ for PP pupils is at or above 40%</li> <li>• Levels of PP Progress in English and Mathematics in line with the progress of their peers.</li> </ul>

	Levels of literacy (reading and writing) are the same level as their peers
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate a decline in comprehension skills among disadvantaged pupils and a greater disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>For 2022 cohort the average pupil premium students' narrative reading comprehension, is 7% of that of their peers lower than before and an average pupil premium students' non-narrative reading comprehension is approximately 4.5% of that of their peers lower than before.</p>
Improved mathematics skills among disadvantaged pupils across KS3.	<p>Mathematic tests demonstrate lowering skills among disadvantaged pupils and a larger disparity between the scores of disadvantaged pupils and their non-disadvantaged peers, according to their Mathematics National Percentile rank which has lowered by 6.8% and fallen a further 1.2 % behind.</p>
Increased aspirations for all disadvantaged students	<p>Destination data indicates NEET is below national average of 4.3%. 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> </ul> <p>The percentage of all pupils who are persistently absent is below 15% and the gap for disadvantaged pupils is in line with their peers</p>

## 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: £100,000**

Activity	Chosen approach/detail	Intended outcome	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>	<ul style="list-style-type: none"> <li>• Specific Faculty CPD</li> <li>• T&amp;L high on faculty agenda</li> <li>• Access to research and reading materials</li> <li>• Recruitment of LP team</li> </ul>	<p>Improved quality of teaching and learning which includes effective strategies for PP students.</p> <p>Reduce gap to zero between PP and non PP students.</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://www.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>	<ul style="list-style-type: none"> <li>• Effective use of data to identify key groups</li> <li>• Staff training in the use of SISRA</li> <li>• Smaller basics teaching groups and use of academic mentors</li> </ul>	<p>Improved P8 and A8 in Core subjects.</p> <p>Staff able to ensure groups are targeted to ensure maximum progress.</p>	<p>Findings from EEF - Teacher Toolkit – based on reducing class sizes; reveals a low cost, high impact strategy.</p> <p><a href="https://www.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</p>	1,2,4

			Research as improving teaching and learning <a href="https://www.nfer.ac.uk/schools-use-of-data-in-teaching-and-learning">Schools' use of data in teaching and learning (nfer.ac.uk)</a>	
Dedicated leadership and leader to drive progress, aspiration and experiences of pupil premium pupils  This will also involve the leader ensuring that pupil premium students have a high profile in the classroom and for teaching and learning	<ul style="list-style-type: none"> <li>TLR post holder for operational implementation.</li> </ul>	Profile of PP students raised in the academy and to ensure their needs are fully met.	EEF - Putting evidence to work: a school's guide to implementation, reveals that school leaders play a central role for improving education practices and implementing strategies  <a href="https://www.educationendowmentfoundation.org.uk/putting-evidence-to-work-a-schools-guide-to-implementation">Putting Evidence to Work - A School's Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

3. Implementing effective intervention strategies, which are data driven

**PP budgeted cost: £100,000**

Activity	Chosen approach/detail	Intended outcome	Evidence that supports this approach	Challenge number(s) addressed
LSA support in classes to target and support pupil premium students	<ul style="list-style-type: none"> <li>SEND PP students tracked and LSA's attached</li> </ul>	Improved P8 and A8 in English and Maths	Findings from EEF - Teacher Toolkit – teaching assistant	1,2



<p>In addition, LSA support will be data led based on tracking of SEND and pupil premium outcomes</p>	<p>to those students making the least progress.</p>		<p>intervention, reveals a moderate impact for moderate cost</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></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>	<ul style="list-style-type: none"> <li>• Bespoke programmes of intervention for PP pupils using the resources from PiXL</li> <li>• External tutoring used to support the intervention of PP students</li> <li>• Develop precise targeted revision classes for KS4 pupils</li> </ul>	<p>Improved P8 and A8 in English and Maths</p> <p>Reduce the gap between PP and non PP students.</p>	<p>Findings from EEF - Teacher Toolkit – one to one tuition, reveals high impact for moderate cost</p> <p><a href="https://www.educationendowmentfoundation.org.uk">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>	<ul style="list-style-type: none"> <li>• Purchase of GL assessments and CAT4 test for tracking Y7 and identifying gaps on entry</li> <li>• Parental meetings for underachieving PP pupils;</li> </ul>	<p>Baseline identified</p> <p>Early gaps identified</p> <p>Parents fully on board with their child's education</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="https://www.nfer.ac.uk">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: £112,000**

Activity	Chosen approach/detail	Intended outcome	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>	<ul style="list-style-type: none"> <li>• Widen the experiences and aspirations of PP pupils</li> <li>• Raise the level of PP participation in the wider school to stimulate aspiration</li> </ul>	<p>All eligible PP students to participate in educational trips and visits.</p> <p>Enhanced motivation to learn.</p> <p>Building of cultural capital and memorable experiences.</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>	<ul style="list-style-type: none"> <li>• Secure post 16 progression for all PP pupils through PTT</li> </ul>	<p>Students have raised aspirations, are fully involved in the life of the school and receive a range of qualifications.</p>	<p>Findings from EEF - Teacher Toolkit –social and emotional interventions, reveals a moderate impact for a low cost</p> <p><a href="https://educationendowmentfounda-">https://educationendowmentfounda-</a></p>	<p>3,4,5</p>

			<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">tion.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
<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>	<ul style="list-style-type: none"> <li>• Introduce the PASS survey to measure the attitudes of pupils to school;</li> <li>• Continue with the appointment of a school based counsellor</li> </ul>	<p>Safeguarding and pastoral teams quickly and effectively provide counselling and support.</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>	3,4,5
<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>	<ul style="list-style-type: none"> <li>• Ensure all PP pupils arrive ready and prepared to learn;</li> <li>• Alternate provision utilised to offer support to the most disengaged</li> <li>• Mentoring services used to support those students which are on the peripheries of becoming disengaged</li> </ul>	<p>Students at risk avoid permanent exclusion.</p> <p>Students have raised aspirations, are fully involved in the life of the school and receive a range of qualifications.</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>	1,2,3,4,5
<p>Reduction in the digital divide gap to ensure there are no barriers to learning for pupil premium students</p>	<ul style="list-style-type: none"> <li>• Undertake audit of current digital situation</li> <li>• Use outcomes of the digital audit to</li> </ul>	<p>All barriers removed for PP students to ensure there is no gap in their outcomes.</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</a></p>	1

	<p>address the digital gap</p> <ul style="list-style-type: none"> <li>• Embed the remote learning model to extend learning opportunities</li> </ul>		<a href="#">remote learning and digital equality - Education Development Trust</a>	
<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>	<ul style="list-style-type: none"> <li>• Meetings informed by data and round robins.</li> <li>• Progress Leads undertake actions following meetings.</li> <li>• Weekly monitoring of PA students</li> <li>• Return to school meetings for PA PP students</li> </ul>	<p>No gap between PP and non PP students in attendance and punctuality.</p>	<p>Attendance Works – too many absences affect student achievement</p> <p><a href="#">Strategies For School Sites - Attendance Works</a></p>	5

**PP total budgeted cost: £312,000**

## 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 2021 to 2022 academic year.

Attainment 8 for pupil premium also increased to 35.97 which is 6.53 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 2021/22 was lower than in the last academic year by approximately 4.1%. Persistent absence was about the same. Although it should be noted, the last two academic years remained challenging with the impact of Covid-19 and the 2020-21 year's attendance requirements were also different, making comparisons difficult. Nonetheless, these gaps need addressing, 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 in the last two years, 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.

PP KPI	Target by 2022-23	Review 2022
Progress 8 score average	0.01	Progress 8 decreased to -0.53 which was below the target of 0.01
Attainment 8 score average	43.0	Attainment decreased to 35.97 and the target is to remain at the target of 43.0
Grade 4+ English and Maths	50%	Attainment of 49% and the target is to remain at, or near, this level
PP attendance above national.	>95%	PP attendance was 84.2%, which is lower than the previous year at 88.1%
PXs below national average	<0.10 of the % of students on roll (equates to 1 PXs)	2 students were permanently excluded last academic year and the target is to halve this.

### Externally provided programmes

Programme	Provider
Character mentoring for students at risk of exclusion – 6 week programme run once weekly for 2 terms.	Mark Goodwin – Equal Parts Education
Mentoring for students with engagement issues – programme of varied lengths dependent upon need. Focus on KS4 students – twice weekly for 2 terms.	Foundations for the Future

## Further information (optional)

At Amington we use this system as highlighted in the poster below. Posters are on every classroom wall and also in all Teachers Active Folders.

All teachers must make sure they:

1. Have identified all the PP students in their classes
2. Ensure they are seated for optimum learning experiences
3. Ensure they are given the support necessary for them to make better than average progress
4. Fully equip these students to ensure there are no barriers to learning

**LANDAU FORTE ACADEMY AMINGTON**  
**PUPIL PREMIUM STRATEGY**

**1 Know them**  
Know who the PP pupils are and their individual targets

**2 See them**  
Use front row seating, where possible, and record PP pupils using the seating plan

**3 Tell them**  
Prioritise PP pupils for feedback and ensure it has more depth and attention

**4 Equip them**  
Equip PP pupils with revision guides and provide equipment, whenever needed