

Pupil premium strategy statement – Landau Forte Academy Amington

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	948
Proportion (%) of pupil premium eligible pupils	37.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 – 2026-2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Andrew Deen, Principal
Pupil premium lead	Sophie Linden, Associate Assistant Principal
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£369,495
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£369,495

Part A: Pupil premium strategy plan

Statement of intent

At Landau Forte Academy Amington, we firmly believe education is a powerful tool for enhancing social mobility and justice. We are committed to ensuring that every student, irrespective of their background, is given the opportunity to master the powerful knowledge that will enable them to make good progress, allowing them to attain high and lead prosperous lives.

Our aim is to provide equity in education and level the playing field to instil the belief in all our students that they can achieve success. We want every student to leave our academy having been challenged to achieve their best and beyond, brave enough to know that - regardless of their background or barriers - they can succeed and valuing kindness in all aspects of life.

Our approach to adopting an inclusive culture and transforming the lives of all students therefore begins with a robust diagnostic assessment of need. Our dedication to understanding every pupil as an individual has empowered us with a greater understanding of need, allowing us to work towards eradicating unconscious bias around socio-economic disadvantage and implement a strategy that strives to mitigate the barriers to all students' success.

At the heart of our strategy is the principle that high-quality teaching is the most important intervention. Proven to have the greatest impact on closing the disadvantage attainment gap, high-quality teaching necessitates our commitment to responsive and inclusive practice. This principle is closely followed by targeted academic support and wider strategies, as outlined by the Education Endowment Foundation, that are used to assist academic development and support emotional and social skills.

Our pupil premium approach will be responsive and the approaches we have adopted complement each other to help students excel. To ensure that we continuously work towards strategy aims to improving the overall life chances and enhance the opportunities our students have access to, we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that all students have access to an ambitious curriculum that challenges, inspires and empowers them to succeed
- continuously and dispassionately evaluate the impact of our approaches to ensure success

Challenges

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

Challenge number	Detail of challenge
1	<p>Raising outcomes and attainment at the end of KS4</p> <p>The school's 2023 Progress 8 score for students who qualify for PP (-0.81) demonstrates slight improvement in outcomes compared to 2022 (-0.98). However, as we continue our positive trajectory, there remains a gap in the progress made by these students that exceeds half a grade when compared to other students in the academy.</p>
2	<p>Development of reading and oracy skills on entering the academy</p> <p>Standardised testing and observations of KS3 students indicate that a disproportionate number of students who qualify for PP need additional support to develop their literacy and oracy levels on entry to the academy. This impacts their progress in all subjects.</p> <p>On entry to year 7, 26.5% of students who qualify for PP fall into the bottom three stanines for reading comprehension skills, in comparison to 11% of their peers. This gap persists during pupils' time at our academy, as whole school data shows 56% of our students who qualify for PP are not meeting age-related expectations.</p>
3	<p>Raising aspirations and expectations</p> <p>Destination data for the year 11 2021-22 and 2022-23 cohorts has revealed that students who qualify for PP progressing to level 3 qualifications is 15 – 17% below their peers, demonstrating a need to support these students in raising aspirations.</p> <p>When surveyed about their grade aspirations, 30% of our 2022-23 year 11 cohort declared that they would be happy to achieve a grade lower than their target.</p>
4	<p>Enhancing wider experiences and cultural capital</p> <p>Lesson observations have demonstrated that students who qualify for PP need support in widening their vistas to allow them to build their schema and improve their ability to learn and retain knowledge.</p> <p>Attendance data in extracurricular opportunities also shows that only 17% of students who qualify for PP are participating.</p>
5	<p>Supporting learning behaviours</p> <p>Our behaviour data shows that our students who qualify for PP require support with their learning behaviours to achieve in line with their potential. These students are overrepresented in the number of internal and external sanctions: 52% of behaviour incidents logged and 64% of suspensions are for the students who qualify for the PP. The most common causes for these sanctions are anti-social behaviour, persistent disruptive behaviour and truancy.</p>
6	<p>Improving attendance</p>

	<p>Our attendance data over the last 3 years indicates that attendance among students who qualify for PP has been between 4.5 – 5.5% lower than non-PP students.</p> <p>43.8 – 57% of students who qualify for PP have been ‘persistently absent’ compared to 25.6 – 28.5% of their non-PP peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting pupils’ progress, especially those in receipt of PP.</p>
7	<p>Metacognition: helping students to understand learning</p> <p>Our observations suggest that students, particularly those who qualify for PP, lack metacognitive and self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is evident across the whole academy.</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
Improved attainment among disadvantaged students across the whole curriculum at the end of KS4.	<p>Significantly improved attainment by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - the academy’s KS4 outcomes for students who qualify for PP is in line with FFT20, with FFT5 being used to set aspirational target - a significant reduction in the attainment gap, showing PP students moving in line with non-PP attainment figures
Whole school improvement of literacy levels and teaching disciplinary literacy; significantly improved reading comprehension and oracy as students progress in the academy.	<p>Sustained improvement in whole school literacy levels by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - reading age data indicating that all students are making expected – if not greater - progress towards reading in line with their chronological age - staff and student voice show that our students, in particular PP, are able to communicate in a clear, confident and cohesive way: utilising tier two vocabulary and transforming written ability
Increased aspirations and student feelings towards their success.	<p>Sustained increase in aspirations and students’ ambitions by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - student voice showing improved perceptions and feelings towards their success - the destination data shows the gap between PP and non-PP students moving onto level 3 courses has significantly reduced

Enhanced cultural capital and equitable representation in wider experiences.	<p>Sustained increase in PP students' cultural capital and wider experiences by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - all students having access to a full, ambitious curriculum - students who qualify for the PP are – at least – equally represented in their attendance to and engagement with enrichment opportunities
To improve the learning behaviours of all students, particularly those who are in receipt of the pupil premium.	<p>Sustained reduction in behaviours requiring internal and external sanctions by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - the suspension percentage of students who qualify for PP is in line with the percentage of non-PP students - a significant reduction in the overall numbers of specific behaviour events: truancy, persistent disruption, and anti-social behaviour
To achieve and sustain improved attendance for all students, particularly our students in receipt of the pupil premium.	<p>Sustained high attendance by 2025/26 demonstrated by ensuring:</p> <ul style="list-style-type: none"> - The gap between disadvantaged and non-disadvantaged pupils is significantly reduced. - Average attendance for disadvantaged students is in line with that of national non-disadvantaged students.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Sustained improvement in students' metacognitive ability by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - KS3 GL assessments and KS4 terminal assessments showing progression in learning and attainment across all subjects - improved homework completion rates across all classes and subjects

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)

Budgeted cost: £ *TBC*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective identification of students' needs through standardised diagnostic assessment.</p> <p>Training provided for staff to ensure assessments are interpreted correctly and impact classroom practice.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.</p> <p>Diagnostic assessment EEF</p>	1, 2
Recruitment and retention of high-quality teachers.	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	All
Development of high quality CPD that improves and empowers staff to teach adaptive lessons that respond to the individual needs of students.	<p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.</p> <p>The quality of teaching is hugely important to the outcomes of young people, and great teaching can be learnt. Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	All
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	1, 2

<p>in Secondary Schools guidance.</p> <p>Whole school literacy CPD development, with a specific focus on reading and comprehension skills.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects (+6 months).</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Instructional coaching model to support the development of teaching staff.</p>	<p>Schools that prioritise mentoring, including allocating sufficient resources (such as release time), ensuring mentors undertake appropriate and high- quality mentor training, as well as recognising and celebrating mentors' contributions, are more likely to lead to successful mentoring outcomes.</p> <p>NIOT mentoring and coaching - Key Takeaways.pdf</p>	1
<p>Overcome specific barriers to student attainment by meeting acute needs around student equipment to ensure readiness to learn and access the full curriculum.</p>	<p>Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.</p> <p>https://assets.publishing.service.gov.uk/media/6425a1002fa848000cec105f/Using_pupil_premium_guidance_for_school_leaders.pdf</p>	1, 5, 6
<p>The RADY Project.</p>	<p>RADY provides the mechanisms for identifying issues that are apparent in a school's endeavour to close the gap so that they can be tackled.</p> <p>https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</p>	All

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

Budgeted cost: £ *TBC*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Timetabled before (Session 0) and after school intervention (Session 6) for year 11 pupils.</p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits (+3 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1</p>
<p>Regular 'raising attainment committee' meetings to support and assist progress of our disadvantaged students.</p>	<p>Effective use of data to support school improvement is identified by the National Foundation for Education Research, as assisting in focusing on specific areas and supporting the interpretation of outcomes.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1703147042</p>	<p>1</p>
<p>Weekly mentoring program for a targeted group of year 11 students to support with attainment.</p>	<p>Mentoring aims to build confidence and relationships, to develop resilience and character, and to support in raising aspirations.</p> <p>Mentoring is most effective when there are regular meetings over a sustained period (+2 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 3, 4, 5, 6</p>
<p>Reciprocal reading tutor time intervention.</p>	<p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>Lower attaining students appear to particularly benefit from the explicit teaching of strategies to comprehend text.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 7</p>
<p>Tailored ARK reading curriculum embedded into KS3 English timetable to ensure students are receiving specialist support.</p>	<p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p>	<p>1, 2, 7</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Phonics intervention: Fresh Start	Phonics: High impact for very low cost based on very extensive evidence, +5 months <i>EEF Toolkit</i> [as accessed on 15/11/22]. The DfE validated Rocket Phonics programme has been selected as it provides resources specifically tailored towards delivery at KS3. Phonics EEF (educationendowmentfoundation.org.uk)	1, 2
Homework club to support students.	Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 7

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

Budgeted cost: £ TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopt a whole school trauma-informed approach in the academy.	Knowing and understanding trauma that students within schools have experienced or is experiencing should inform the support a school provides. https://d2tic4wvo1iusb.cloudfront.net/producton/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1703154235	1, 5, 6
Student Welfare 'team around the child' group used to provide tailored support to our most vulnerable students.	Both targeted interventions and universal approaches [to improving behaviour] have positive overall effects (+4 months). Additionally, as advised by the EEF we have carefully considered the appropriate combination of behaviour approaches to improve whole school behaviour and provide tailored support to students that need it.	1, 3, 5, 6

	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Supporting attendance by embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<p>Attendance is the essential foundation to positive outcomes for all pupils [...]</p> <p>[All schools are expected to] make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	1, 6
Academy-funded breakfast club and a break time allowance for PP students.	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance (+2 months).</p> <p>https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p>	1, 5, 6
Free music tuition for students who qualify for PP.	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich arts education. There is some evidence to suggest a causal link between arts education with overall education attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 4
Supporting families with ancillary costs (uniform costs, equipment, and trip expenses) to enhance students' life experiences and engagement.	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1667299423</p>	1,
All students have access to a full	Social and emotional learning interventions which 'seek to improve pupils' interaction with	1, 5, 6

<p>time, on site, counsellor.</p>	<p>others and self- management of emotions’ has a positive impact on pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Careers support that is committed to enabling all students (Y7-11) to make well informed decisions and raising aspirations.</p>	<p>Good career guidance is important for social mobility because it helps open pupils’ eyes to careers they may not have considered.</p> <p>https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf</p> <p>For students from disadvantaged backgrounds, good advice from school will be essential in understanding which subjects to choose and what grades students will need to pursue their goals.</p> <p>https://educationendowmentfoundation.org.uk/news/making-your-mind-up</p>	<p>1, 3, 4</p>
<p>Challenging target grades (FFT5) given to disadvantaged students to ensure they are sufficiently aspirational.</p>	<p>This target gap is inadvertent: schools don’t deliberately set out to have lower targets for disadvantaged children. But by basing pupil targets on prior attainment this target gap is an inevitable consequence.</p> <p>https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</p>	<p>1, 3</p>
<p>Implementation and monitoring of an extensive enrichment programme that increases the experiences our students have access to.</p>	<p>Enrichment offers students a set of attitudes skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>According to the DfE’s Employer Skills Survey in 2019, 72 per cent of skills gaps were at least partially caused by inadequate self-management skills, including managing one’s own time and task prioritisation, team working, and</p>	<p>1, 3, 4</p>

	<p>managing own feelings/handling those of others.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936489/ESS 2019 Skills Needs Report Nov20.pdf</p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ TBC

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Under new leadership this academic year, the decision was made to stop the implementation of the previous pupil premium strategy after a robust diagnostic assessment of student need was undertaken and highlighted different challenges that needed our attention.

Therefore, we have made the decision to implement a new strategy from December 2024 that empowers us to make progress and support our disadvantaged students in the academy.