

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	941
Proportion (%) of pupil premium eligible pupils	36.6%
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 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Andrew Deen, Principal
Pupil premium lead	Sophie Linden, Associate Assistant Principal
Governor / Trustee lead	Helen Hastilow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,000
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>	£357,000

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 outcomes for students who qualify for PP are significantly lower than Non-PP and students nationally. The school's 2024 Progress 8 score for students who qualify for the PP is -1.08, in comparison to non-pp at -0.16.</p>
2	<p>Development of reading 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 on entry to the academy. KS3 STAR test scores show 22% of students who qualify for PP are within the bottom 25 percentile rank, in comparison to 12% of their peers. There is a 1-year gap between the average reading age for students who qualify for PP and their peers.</p>
3	<p>Raising aspirations and expectations</p> <p>Destination data over the past 2 years reveals that the amount year 11 leavers who qualify for PP progressing to level 3 qualifications is 15 – 27% below their peers.</p> <p>In 2024, 8% of our PP students are NEET, in comparison to 0% of Non-PP students.</p>
4	<p>Supporting learning behaviours</p> <p>Our behaviour data over the past 2 years shows that our students who qualify for are overrepresented in the number of internal and external sanctions: 52-55% of behaviour incidents logged and 64-68% of suspensions are for the students who qualify for the PP. The most common causes for these sanctions are late to lesson, anti-social behavior and persistent disruptive behaviour.</p>
5	<p>Improving attendance</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged students has been between 4 – 6% lower than for non-disadvantaged students.</p> <p>They were also more likely to be between 24-30% persistently absent. Our assessments and observations indicate that</p>

	absenteeism is negatively impacting students' progress, especially those in receipt of PP.
6	Educational access and costs Students' participation in wider school experiences and parent voice demonstrates that some families do not have the financial resources to access the full curriculum and wider school opportunities.

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.	Significantly improved attainment by 2025/26 demonstrated by: <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.	Sustained improvement in whole school literacy levels by 2025/26 demonstrated by: <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, can communicate in a clear, confident and cohesive way: utilising tier two vocabulary and transforming written ability
Increased aspirations and student feelings towards their success.	Sustained increase in aspirations and students' ambitions by 2025/26 demonstrated by: <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, if not removed
To improve the learning behaviours of all students, particularly those who are in	Sustained reduction in behaviours requiring internal and external sanctions by 2025/26 demonstrated by:

receipt of the pupil premium.	<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.
To improve access to an ambitious curriculum and remove monetary barriers to the curriculum and enrichment opportunities.	<p>All students accessing the full curriculum by 2025/26, demonstrated by:</p> <ul style="list-style-type: none"> - Student pathway choices being both ambitious and vigorous. - Students who qualify for the PP are – at least – equally represented in their engagement with enrichment opportunities. - Parental voice showing that families are accessing the resources available and feel well-supported.

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: £ 220,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective identification of students' needs through standardised diagnostic assessment.	<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</p>	1, 2

<p>Training provided for staff to ensure assessments are interpreted correctly and positively impact classroom practice.</p>	<p>development for individual pupils, or across classes and year groups.</p> <p>Diagnostic assessment EEF</p>	
<p>Recruitment and retention of high-quality teachers.</p>	<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>	<p>All</p>
<p>Additional staffing in English and Maths to reduce class sizes and support our most disadvantaged students through a nurture group.</p>	<p>Reducing classes sizes is evidenced to have +2 months progress (EEF Toolkit)</p>	<p>1, 2, 3, 5</p>
<p>Development of high quality CPD that improves and empowers staff to provide equity in lessons, responding to the individual needs of students.</p>	<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>	<p>All</p>
<p>Improving literacy in all subject areas in line with recommendations</p>	<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>	<p>1, 2</p>

<p>in the EEF Improving Literacy 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: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small, targeted intervention groups to support students' progress.	<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>	1
Year 11 tutoring offered by teaching staff.	<p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	All
Champion classroom provision	<p>Both targeted interventions and universal approaches [to improving behaviour] have positive overall effects (+4 months).</p> <p>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.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 5, 6
Year 11 students in receipt of the Pupil Premium all have an allocated mentor.	<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>	1, 3, 4, 5, 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Reciprocal reading tutor time intervention.	<p>Reading comprehension strategies are high impact on average (+6 months). 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>	1, 2, 6
Tailored ARK reading curriculum embedded into KS3 English timetable to ensure students are receiving specialist support.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 6
Phonics intervention: Abigail Steel	<p>Phonics: High impact for very low cost based on very extensive evidence, +5 months <i>EEF Toolkit</i>.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of pencil cases for all PP students in the Academy.	EEF Toolkit – School uniform and equipment	1, 3, 5. 6

Provision of core subject revision books for all PP Year 11 students.	EEF Toolkit – School uniform and equipment	1, 3, 5.,6
High tariff student meeting group used to provide tailored support to our most disadvantaged students.	<p>Both targeted interventions and universal approaches [to improving behaviour] have positive overall effects (+4 months).</p> <p>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.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 5, 6
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>	All
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://www.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.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a	1, 4, 6

	<p>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>	
Supporting families with ancillary costs (uniform costs, equipment, and trip expenses) to enhance students' life experiences and engagement.	<p>EEF Toolkit – Outdoor Adventure Learning, Social and Emotional learning (+4 months) and Arts Participation (+3 months)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1667299423</p>	1, 6
All students have access to a full time, on site, counsellor.	<p>Social and emotional learning interventions which 'seek to improve pupils' interaction with 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>	1, 5, 6
Careers support that is committed to enabling all students (Y7-11) to make well informed decisions and raising aspirations.	<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>	1, 3, 4
Challenging target grades (FFT5)	<p>This target gap is inadvertent: schools don't deliberately set out to have lower targets for</p>	1, 3

<p>given to disadvantaged students to ensure they are sufficiently aspirational.</p>	<p>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>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 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>	<p>1, 3, 4</p>
<p>Alternative provision</p>	<p>Both targeted interventions and universal approaches [to improving behaviour] have positive overall effects (+4 months).</p> <p>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.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 5</p>
<p>Homework platforms to support learning outside of the academy.</p>	<p>Homework studies involving digital technology typically have greater impact.</p>	<p>1</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
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: £ 357,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

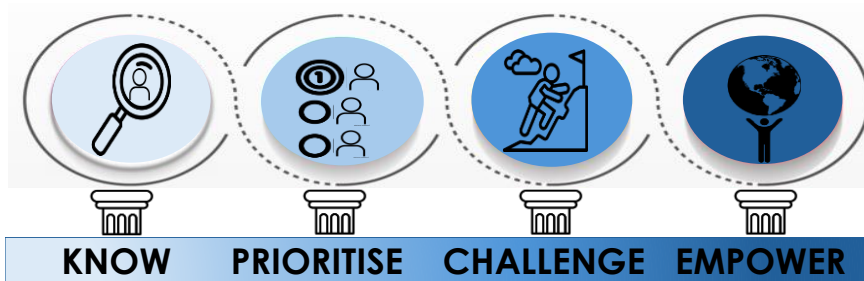
Intended outcome	Impact Data		
Improved attainment among disadvantaged students across the whole curriculum at the end of KS4.	Attainment		
		PP	All
	2022/23	34.41	41.98
	2023/24	29.32	38.75
Whole school improvement of literacy levels and teaching disciplinary literacy; significantly improved reading comprehension.	Reading Ages (average)		
		PP	All
	2023-24	12	12.4
Increased aspirations and student feelings towards their success.	Destination Data (Level 3)		
		PP	All
	2022/23	53%	68%
	2023/24	44%	63%
To improve the learning behaviours of all students, particularly those who are in receipt of the pupil premium.	Suspension Data		
		PP	All
	2022/23	87	110
	2023/24	145	211
To achieve and sustain improved attendance for all students, particularly our students in receipt of the pupil premium.	Attendance		
		PP	All
	2022/23	87.5%	90.6%
	2023/24	87.6%	91.4%
	Persistent Absence		
		PP	All
	2022/23	53%	35.8%
	2023/24	41.2%	26.2%
Remove monetary barriers to the curriculum and enrichment opportunities.	EBacc Entry		
		PP	All
	2022/23	36.4%	46.9%
	2023/24	40%	55.7%

Our analysis of the academic year 2023/24 has led to the development and introduction of a new Pupil Premium strategy: Pupil Premium Pillars. This strategy has been designed to significantly improve the progress we are making towards the intended outcomes of our strategy and support our disadvantaged students to attain high and lead prosperous lives.



Landau Forte Academy Amington Pupil Premium Pillars

'At Landau Forte Academy Amington, we firmly believe education is a powerful tool for enhancing social mobility. 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 attain high and lead prosperous lives. Our aim is to provide equity in education and 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 they can dream and succeed, whilst valuing kindness in all aspects of life.'



At Amington, our staff are committed to:

<p>The understanding that we all must work together to transform the lives of our PP students.</p> <p>Having every student clearly identified on their seating plan.</p> <p>Knowing every student and their individual needs, not their label.</p> <p>Challenging subconscious bias and actively working to remove and challenge it.</p> <p>Understanding the effects of socio-economic disadvantage and work to remove deficits in the classroom.</p> <p>Scrutinising PP data and implementing an effective strategy to drive progression.</p> <p>Using data to address any progress concerns for PP students.</p> <p>Using half-termly PP Faculty briefing to develop our awareness and knowledge of PP students.</p> <p>Engaging with whole school PP CPD.</p> <p>Supporting our PP students during their Year 9 option process, to ensure they understand their choices.</p> <p>Scrutinising attendance and behaviour data to create a half-termly action plan.</p>	<p>Ensuring that our PP students are sat in optimal positions in the classroom, that support them to thrive.</p> <p>Planning lessons that build on and retrieve prior knowledge to ensure that students with narrow vistas can learn and build their schema.</p> <p>Supporting PP students first during their independent practice to both guide and offer feedback.</p> <p>Selecting PP students work to display on the board and offer feedback (same principle applies to show me board responses).</p> <p>Prioritising PP students to have a staff mentor for fortnightly check ins.</p> <p>Checking the understanding of our PP students because they understand assimilation of knowledge is often the most difficult for PP students.</p> <p>Marking all PP student books when completing deep feedback.</p> <p>Prioritising PP books and student voice during our quality assurance process.</p> <p>PP students prioritised for careers interviews and events.</p> <p>Checking for parity between PP and Non-PP books.</p> <p>Working with the PP data to ensure actions are created to support our most disadvantaged.</p>	<p>Challenging our students to be brave, ambitious and kind in everything they do.</p> <p>Holding high expectations of all students and what they can do: all day, every day.</p> <p>Ensuring that our students are answering different types of questions that require them to think hard.</p> <p>Embedding a classroom culture of no 'opt-out' to ensure all students are thinking hard.</p> <p>Challenging the negative disposition our students hold towards education and their ability to achieve success.</p> <p>Challenging low attendance and behaviour data each half-term through personal tutor time.</p> <p>Seeking out residual errors and difficulties to support and maximise learning, rather than seeking affirmation in correctness.</p> <p>Encouraging our PP students to bravely immerse themselves in extra-curricular clubs.</p> <p>Challenging low literacy levels through small group intervention.</p> <p>Improving our practice through the Key 6 and carefully planned CPD sessions.</p> <p>Removing the attainment gap that exists and permeates society.</p>	<p>Building routines to ensure our students know what is expected of them.</p> <p>Showing students what success looks like and how to achieve it through modelling.</p> <p>Providing regular feedback to our students, enabling them to practice and improve.</p> <p>Providing equity in the classroom by offering equipment to all and revision guides to KS4.</p> <p>Offering free music tuition to our PP students to empower them to learn new skills.</p> <p>Offering subsidised trip expenses to our PP students to ensure they are involved in experiences and strengthening their cultural capital.</p> <p>Asking process questions to make learning accessible to all.</p> <p>Supporting KS4 students with the knowledge of revision and learning techniques.</p> <p>Ensuring that the GCSE pathway is equitable for all.</p> <p>Supporting our students through nurture groups and the Champion classroom.</p> <p>Assisting students' self-regulation skills through a behaviour curriculum and changes to the behaviour policy.</p>
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