

Pupil Premium Strategy Statement – Landau Forte Academy Greenacres



This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Louise Bridge
Pupil premium lead	Claire Poynton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,860
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£133, 860

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas so that they are well prepared for the next stage in their education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who have higher prior attainment. We aim to develop the children both academically and socially by giving them skills for life. In addition, we develop the children's confidence and self-belief so that they can reach their full potential as rounded citizens and life-long learners.

Underpinning everything that we do are our values:

Happy, lifelong learners.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Alongside ongoing assessment for learning, diagnostic assessments are used termly to identify gaps in learning and to inform future planning. To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- 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>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.2% and 4.7% lower than for non-disadvantaged pupils.</p> <p>31-43.3% of disadvantaged pupils have been 'persistently absent' compared to 4-10.5% of non-disadvantaged pupils during that period.</p> <p>In 2022-2023 Pupil Premium attendance was 89.98% which is lower than the non-disadvantaged at 94.64%.</p>
2	<p>Disruption to the children's education due to Covid-19 has had a significant negative impact on the children's educational outcomes, particularly for disadvantaged pupils; strong teaching and carefully selected interventions are crucial to narrowing the gaps between these pupils and their peers. Internal and external assessments indicate that basic numeracy and literacy skills among disadvantaged pupils are significantly below those of their peers.</p> <p>Points progress data from 2021-2022 shows that our disadvantaged prior middle-attainers are the disadvantaged group who make the least progress from KS1 to KS2.</p> <p>Based on June 2023 internal data, the gaps between non-disadvantaged and disadvantaged children at the expected level were reading 23%, maths 22.7% and writing 22.3%.</p> <p>If children who are disadvantaged and have SEND are removed, this gap is considerably lower.</p> <p>An analysis of Year 6 reading papers indicates that understanding of vocabulary, retrieving and recording and making inferences with evidence from texts are domains that our children find the most difficult. In maths and writing, algebra, ratio and proportion, and fractions, decimals and percentages have been impacted as have basic writing skills, for example spelling, punctuation and overall text coherence.</p> <p>Data from Year 6 July 2023 assessments: 48% of disadvantaged pupils achieved age related expectations compared to 76% of non-disadvantaged in reading. 48% of disadvantaged pupils achieved age related expectations compared to 88% of non-disadvantaged in writing. 48% of disadvantaged pupils achieved age related expectations compared to 85% of non-disadvantaged in maths.</p>
3	<p>Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among a group of disadvantaged pupils. These are evident in Reception where pupils</p>

	perform less well in Communication and Language (particularly speech and language) than their non-disadvantaged peers. This has been an ongoing trend. Development in this area has also been impacted by the disruption of Covid lockdowns, which limited children's early experience with communicating with peers. Higher up the school, vocabulary gaps are evident in KS2 where explaining the impact of word choices is a reading domain that disadvantaged pupils find difficult.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Our end of Reception data for 2022-23 shows a number of disadvantaged children who are achieving below the expected standard in phonics and reading and have needed enhanced support.
5	For many children, their ability to recall previously taught knowledge and facts is poor. This leads to gaps in their understanding and poor knowledge and recall of basic skills and facts.
6	Our assessments and observations indicate that the health and wellbeing of many of our pupils have been impacted by partial school closures and lockdowns. This has resulted in poorer fitness levels and weight gain of many of our pupils. From height and weight data recorded in 2022-2023, 36% of our Year 6 children and 29% of our Reception children were classed as overweight or obese (England 34% and Staffordshire 35%).
7	Our well-being assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to safeguarding issues, Covid-19 experiences, attachment issues and anxiety. These challenges particularly affect disadvantaged pupils, including their attainment. With a small minority of pupils, these issues manifest themselves in poor behaviour. Referrals for support to our HOPE mentor have increased since the pandemic.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance of all pupils being at least 96% by July 2025/26. • the attendance of disadvantaged pupils being above 95% by July 2025/26. • Proportion of disadvantaged pupils who are persistently absent (less than

	90% attendance) is 20% or less by July 2025/26.
Improved oral language skills and vocabulary.	All relevant children are enrolled on specialised speech and language programmes in order to receive the specialised support they need. Assessments and observations will indicate significantly improved oral language among disadvantaged peers. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing, maths and SPAG attainment among disadvantaged pupils (at age related expectations and at greater depth).	KS2 reading, writing, maths and SPAG outcomes show that more than 70% of disadvantaged pupils meet the expected standard and at least 20% achieve greater depth by July 20025/26.
Improved knowledge of phonics among disadvantaged pupils	The percentages of disadvantaged pupils passing their phonics screening check in Y1 and Y2 2025/2026 are comparable to their non-disadvantaged peers.
Improved health and fitness for disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • improved attendance (see above)
To ensure quality first teaching across the school is strong.	Staff will have a good understanding of metacognition and utilise a range of strategies to improve memory. Children will remember more.

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: £19,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve whole school quality first teaching through a comprehensive CPD programme and the purchase of an evidence-led curriculum, focusing on: teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 5</p>
<p>To fund teacher release time to develop subject leadership.</p>	<p>As above</p>	<p>2, 5</p>
<p>Development of a mastery approach to teaching through the implementation of the White Rose Maths</p>	<p>It is important to assess what children do and do not know in order to extend learning for all children.</p> <p>Avoid teaching too much too early.</p> <p>Manipulatives and representations can be powerful tools for supporting pupils to engage with mathematical concepts.</p>	<p>2</p>

<p>Scheme to improve the achievement in Maths.</p>	<p>Using an approach that is evidence-based and has been independently evaluated is a good starting point.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report#primary</p>	
<p>To develop and support the implementation of the evidence based DfE validated systematic synthetic phonics programme, Little Wandle, for mastery of phonics.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Studies in England have shown that disadvantaged pupils typically receive similar or slightly greater benefit from phonics approaches.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £68,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one, small group or peer academic tuition, through the National Tutoring Programme (NTP)</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, with a +4 months of progress.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>To use early speaking and listening intervention in the Reception Year to ensure pupils develop the basic skills required in order to allow disadvantaged children to achieve expected and above in line with their peers in communication and language.</p>	<p>Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Evaluations consistently showed that the children who received the programme made additional progress in their oral language skills than those who did not receive NELI-R.</p> <p>Children who received NELI-R made the equivalent of four additional months' progress in language skills, on average, compared to children who did not receive NELI, and pupils eligible for</p>	<p>3</p>

	Free School Meals made additional progress of on average seven months. Nuffield Early Language Intervention (NELI) - Reception EEF educationendowmentfoundation.org.uk	
Phonics intervention groups across KS1 and KS2, targeted at disadvantaged pupils who require further phonics support.	When phonics is delivered as an intervention targeted at specific pupils, regularly, over a period of up to 12 weeks it is most successful. Phonics EEF educationendowmentfoundation.org.uk	4
Small group interventions focusing on maths and reading.	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, with a +4 months of progress. Small group tuition EEF educationendowmentfoundation.org.uk	2
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, with a +4 months of progress. Small group tuition EEF educationendowmentfoundation.org.uk	2
Behaviour interventions: Use of TAs for behaviour support for pupils. Lunchtime nurture.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Behaviour interventions EEF educationendowmentfoundation.org.uk	7

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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs through dedicated 1:1 sessions with our HOPE mentor.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower Social and Emotional skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and Emotional interventions in education are shown to improve Social and Emotional Learning skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=emotional</p>	7
<p>Supporting attendance, including approaches outlined in the working together to improve school attendance guidance.</p> <p>Buy in attendance support</p>	<p>Good behaviour and attendance are essential to children's educational prospects.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	1

from EWO.		
Communicating with and supporting parents	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	All
Educational experience subsidies: extra-curricular activities, trips, licenses and subscriptions.	<p>Educational experience subsidies. Offering a wide range of high quality extracurricular activities boosts wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.</p> <p>https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/</p>	All

Total budgeted cost: £133,860

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

Attendance has been affected since Covid-19, which has meant that children have missed out on learning, creating/widening gaps already created by lockdowns.

Attendance data shows that overall attendance was up slightly from the previous year, 93.36% from 93.31%. There were greater improvements with persistent absence reducing from 17.69% to 15.5%. Whilst it is recognised that overall attendance did not improve for our disadvantaged pupils, there were positive improvement for the number of disadvantaged children who were persistently absent, a reduction from 36 to 28 children.

A Family Support Worker role has been created in school for September 2023 so we can offer further support to children and their families.

Communication and Language

All Reception children were assessed using Language Screen and intervention was put in place using the evidence-based NELI. 60% of the disadvantaged children in Reception took part in NELI.

83% of disadvantaged children compared to 79% of non-disadvantaged children were at the expected level for Communication and Language by the end of the year

Well-being

In addition to the impact on attendance, children's emotional experiences have varied widely and families have required support from safeguarding staff, our SENDCo and HOPE mentor who have worked with pupils to support their mental health and well-being.

Our HOPE mentor worked with 35 children (21 of these being disadvantaged pupils).

30 other children were part of Nurture group across the year.

One KS1 pupil became more regulated in school as the year progressed. One child's attendance increased from 88% to 92% and she attended school everyday of the summer term, other than an unauthorised family holiday. Another Mum thanked the

SENDCo/HOPE mentor for always recognising her son's needs and for giving him support.

As a result of the positive contribution a HOPE mentor makes to children, our new Family Support Worker is also becoming HOPE trained mentor to increase capacity of support.

Academic progress

Academically, Covid-19 has continued to disrupt all of our subject areas to varying degrees in the last academic year.

As part of our catch up programme, twenty Year 6 children received regular maths and English tutoring.

SATs results of Year 2 show that 64% of disadvantaged children met the expected standard for reading, 57% for writing and 50% for maths.

One of our disadvantaged pupils was able to succeed and be greater depth in maths.

The end of Year 6 SATs showed that 61% achieved the expected standard or above in SPAG, 53% in Reading, 48% in Writing and Maths.

Eight of the disadvantaged children in Year 6 were also on the SEND register.