

Landau Forte academy Moorhead – Pupil Premium action plan

Summary information					
Academic Year	2018/19	Total PP budget	£158,591.	Date of most recent PP Review	Oct 2018
Total number of pupils	261	Number of pupils eligible for PP	120	Date for next internal review of this strategy	April 2019

1. Current attainment (2018 leavers)		
2017-18 Pupils: 63% eligible for FSM	<i>Pupils eligible for PP (21)</i>	<i>National Average for Non-Disadvantaged pupils</i>
Percentage of pupils who've achieved the expected standard or higher in reading, writing and maths	24%	70%
Percentage of pupils who've achieved the higher standard in reading, writing and maths	0%	12%
Average scaled score in Reading	94%	106%
Average scaled score in Maths	97.1%	105.4%
Reading progress score for disadvantaged pupils	-7.9	0.31
Writing progress score for disadvantaged pupils	-1.58	0.24
Maths progress score for disadvantaged pupils	-4.28	0.31

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Knowledge and understanding of the world, PSED and Language and communication skills in EYFS are low
B.	PP pupils do not achieve as well as other pupils nationally with similar starting points in KS2
C.	Reading, writing and maths outcomes in both KS are lower for pupils eligible for PP than for other pupils nationally
D.	Not all staff are aware of the barriers which PP children face or what support is necessary in order to help them overcome these.

External barriers (issues which also require action outside school, such as low attendance rates)	
E	Circumstances in the home have an impact on pupils language acquisition, attendance and emotional well-being in school
F	Low aspirations and limited access to learning material at home

Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Improve social skills and language development in EYFS so that a greater proportion of PP pupils reach GLD.	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that the proportion of pupils who meet age related expectations are greater than that seen nationally so the gap to national is diminished.
B.	PP pupils make accelerated progress from their starting points so that the gap to national non pupils premium pupils with similar starting points is diminished	Pupils eligible for PP within their prior attainment group make greater progress than national other pupils identified within that PA group across KS1 and 2 in R, W, M
C.	Improve R, W, M skills for pupils eligible for PP in KS1 and 2 so that a greater proportion achieve the combined measure and are ready for the next stage of their education	Pupils eligible for PP in KS1 and 2 make rapid progress by the end of each year so that increasing proportions of pupils eligible for PP meet age related expectations.
D.	Improve staff knowledge of the barriers to learning and how to improve quality first teaching.	PP children in all classes make accelerated progress in all subjects and all staff have an increased knowledge of the needs of the children who they work with.
E.	Improve the support for pupils and families provided through the pastoral team so that PP pupils have opportunities to develop their language skills, attend well and are ready to learn. Track attendance of PP children.	PP pupil's attendance is better than that seen nationally. PA absence rates of PP children significantly improves. PP pupils are supported to be ready to learn and as a result meet the demands of the curriculum to PP pupils making accelerated progress .

4. Planned expenditure					
Priority 1. Quality of teaching for all					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. Improve social skills and language development in EYFS so that a greater proportion of PP pupils reach GLD.</p>	<p>Train staff on ECAT (Every Child a Talker) and ECAM (Every Child a Mover) (£1000) Deliver ECAT/ECAM (0.2 TA salary)</p> <p>Targeted PP groups receive extra daily reading sessions to enhance language development and extend vocabulary (0.1 TA salary £500 extra resources)</p> <p>Train staff on read, write, Inc., and talk for writing in the EYFS (£1500)</p> <p>Review the expectations for the start of Y1 and ensure staff have time to develop the EY curriculum to ensure that a greater proportion of PP pupils are ready</p> <p>EYFS – investment into the learning environment and play resources in this area.</p>	<p>Recent research into the impact of preschool deprivation indicates that focusing on closing the gap from the start in terms of language acquisition and exposure will have significant impact on PP pupils journey throughout education</p> <p>High quality EYFS provision and intervention has proven to be very beneficial, especially when efforts are made to improve quality rather than quantity. Therefore CPD, is provided to enhance these interventions and provision</p> <p>Some of the groups require targeted support to enhance their communication skills and develop language acquisition. This programme has proven to be an effective tool used in many schools. The recent 'Bold Beginnings' report indicates a need to bridge the gap between EYFS and Y1 curriculum with a more rigorous approach to learning so that pupils are Y1 ready. This is particularly key for PP pupils who will need to be supported to ensure</p>	<p>Through the monitoring continuum focus in EY on T4W, ECAT, ECAM sessions and the application of basic skills and challenge in learning.</p> <p>Regularly review through pupil progress meeting and dialogue with SLE</p> <p>Implement PPM's so that target pupils are readily identified and provision mapped and tracked</p> <p>Allow time for staff to prepare for PPMs and to review learning</p>	<p>HT EYFS lead</p>	<p>All aspects reviewed every 6 weeks through PPM and QofT matrix Overall impact July 2019</p>
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		immediate gaps do not appear between them and pupils form similar starting points.			
<p>B. PP pupils make accelerated progress from their starting points so that the gap to national non pupils premium pupils with similar starting points is diminished</p>	<p>Train staff in a targeted approach to growing the proportion of pupils on track for the combined figure (6xCPD sessions)</p> <p>Provide time for staff to track, analyse and evaluate the progress of PP pupils against their PA groups and identify key pupils and strategies for accelerating progress (6XCPD sessions)</p> <p>Ensure rigorous monitoring and evaluation of the impact of quality first teaching and intervention on PP pupil progress (0.2 SLT costs)</p> <p>Train all staff on the use of 'Effective Maths' resource and provide continuing support and CPD to deliver the programme effectively (£4500)</p> <p>Implement an intensive CPD programme for RQTs to enable them to be better equipped to deliver high quality teaching for PP Pupils (12x1/2 day x 12 weeks) (0.1 SLT costs)</p> <p>Implement an intensive programme of training for support staff to enable them to deliver intervention strategies and support the delivery of same day intervention</p>	<p>Research by EEF and PIXL demonstrates that a strategic approach to the targeting of pupils to achieve the combined linked with a tailored and specific intervention programme results in greater impact on outcomes.</p> <p>EEF research also demonstrates that pupils who receive more precise tuition in very small groups that is regular and short term make more rapid gains.</p> <p>Monitoring and evaluation of teaching and learning in maths indicates that a key factor influencing progress and outcomes is teacher subject knowledge and pedagogy.</p> <p>The EM programme has a proven track record of delivering high quality support, resource and subject knowledge for teachers whilst rapidly improving maths outcomes for pupils'.</p>	<p>Dedicated time will be given for staff to analyse data and prepare for PPMs so that they are better able to focus on target pupils.</p> <p>Monitoring continuum will focus on classroom strategies for promoting progress of PP pupils.</p> <p>Leaders will monitor the impact of TAs on pupil progress and this will also be included in their PM.</p> <p>Leaders will review and support the implementation of EM and adjust CPD to enable staff to be successful in delivering better teaching and outcomes for pupils.</p> <p>All staff will participate in an EM development day every 6 weeks to sharpen delivery and pedagogy.</p>	<p>HT SLT</p>	<p>Review impact on progress half termly at PPMs Review QofT through half termly monitoring calendar</p> <p>Review overall impact July 2019</p> <p>Gaps diminishing in 9/15 measures. All gaps diminishing in Maths. In 2 measures – gap has closed and is positive.</p>

	<p>Provide training for support staff to enable them to deliver Effective Maths (small group)(£600)</p> <p>Ensure support staff are tightly monitored through the appraisal process so that they are supported to deliver high expectations for PP Pupils (0.1 SLT) Work with the LFCD SENCO on auditing the SEND register and putting in place appropriate IEPs and support packages.</p>				
<p>C. Improve R, W, M skills for pupils eligible for PP in KS1 and 2 so that a greater proportion achieve the combined measure and are ready for the next stage of their education</p>	<p>Target funding to develop the range and appeal of texts in the school (£4000 texts)</p> <p>Develop the classroom/school environment as a reading environment with space, texts and time to promote reading for pleasure (£1000)</p> <p>Develop a 'Reading List and incentive scheme for reading widely and ensure that multiple copies of texts are available to PP Pupils to use (£3000)</p> <p>Review the wider curriculum and how it supports the delivery of Reading, writing and maths. Strengthen links and resources between subjects in order to maximise the time in school for developing knowledge, understanding</p> <p>Plan for and exploit the opportunities for pupils to develop speaking and</p>	<p>Research demonstrates that the impact of regular reading on overall cognitive development is significant.</p> <p>Investment overtime in developing motivation to read and reading behaviour by promoting the library resource is key to creating lifelong readers leading to impact on the full range of outcomes.</p> <p>Investment in PP to sustain longer term change is needed.</p> <p>Research by the EEF toolkit suggests that giving pupils a repertoire of strategies to choose from results in high levels of impact. Extensive research on classroom talk</p>	<p>Leaders will monitor the impact of strategies in target pupils</p> <p>Pupil and staff questionnaires will measure the impact of creating reading environments in school on the reading behaviour and engagement of pupils</p> <p>Monitoring continuum will focus on classroom strategies for promoting progress of PP pupils</p>	<p>HT SLT</p>	<p>Greater proportion on track for combined in 5/6 year groups.</p>

	listening skills through the wider curriculum.	<p>highlights the prominence which, effective thinking and learning require.</p> <p>Research indicates that PP Pupils benefit more from a knowledge based curriculum that is language and experience rich.</p>			
C. Improve staff knowledge (Teachers and TA's) of the barriers to learning and how to improve quality first teaching.		<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants.</p> <p>Research has shown that, in many English schools, TAs are not being deployed in ways that improve pupil outcomes. However, there is a growing evidence base– which suggests that when they are used to deliver structured programmes with high-quality training and support, TAs can have a positive impact on pupil learning.</p>	<p>Professional development for all staff to develop, implement and evaluate impactful intervention strategies for PP students in R, W and M – including weekly planning time with Principal/ NLE.</p> <p>A detailed programme of staff development, focussing on quality first teaching and how to develop, implement and evaluate impactful intervention strategies for PP students in R, W and M – including weekly planning time with Principal/ NLE.</p> <p>Groups will be carefully monitored to track their progress. TA's will be following individual 'Success Plans' which ensure focussed, individual CPD.</p> <p>Professional development for all staff to develop strategies to stretch and challenge most able PP students – including weekly planning time with Principal/ NLE.</p>	BO (TA plans) LC (Teachers CPD)	Half-termly Pupil Progress meetings. BO will monitor TA success plans every half term.

Priority 2. Targeted Support

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve social skills and language development in EYFS	<p>Small group provision of ECAT / ECAM intervention for children EYFS</p> <p>Small group provision for PP pupils focused phonics, reading, writing and maths, to further develop their readiness for the Y1 curriculum</p>	<p>Some of the groups require targeted support to enhance their communication skills and develop language acquisition. This programme has proven to be an effective tool used in many schools.</p> <p>‘Bold Beginnings’ highlights the need to recognise the gap between the ELG and the start of the Y1 curriculum and how successful schools ensure that pupils have a continuum of curriculum that ensures they are ready for the demands of Y1.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery for interventions.</p> <p>Impact of interventions are regularly reviewed, and provision and target pupils adjusted.</p> <p>Review the expectations for the end of the EYFS and the expectations for pupils to be able to present as Y1 ready and share these expectations with all EY staff</p> <p>Monitor the impact of teaching through work scrutiny to ensure pupils are being challenged</p>	HT EYFS lead	<p>Review each half term through evaluation of the evidence gathered through the whole school monitoring cycle</p> <p>Review the impact of provision through the PPMs</p>
B. PP pupils make accelerated progress from their starting points so that the gap to national non-pupil premium pupils with similar starting points is diminished	<p>Same day interventions happen daily by class teachers across key subjects</p> <p>Identify key pupils to be targeted by class teachers in same day interventions</p>	EEF research also demonstrates that pupils who receive more precise tuition in very small groups that is regular and short term make more rapid gains	Dedicated time will be given for staff to analyse data and prepare for PPMs so that they are better able to focus on target pupils.	HT	Review impact on progress half termly at PPMs
B. Improve R, W, M skills for pupils eligible for PP in KS1 and 2 so that a greater	Implement same day intervention in maths in all year groups	EEF research also demonstrates that pupils who receive more precise tuition in	Dedicated time will be given for staff to analyse data and prepare for PPMs so that they are better able to focus on target pupils.	HT	Review impact on progress half termly at PPMs

proportion achieve the combined measure and are ready for the next stage of their education		very small groups that is regular and short term make more rapid gains			Improved in 5 of the 6 year groups.
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Priority 2. Other Approaches

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the support for pupils and families provided through the pastoral team so that PP pupils have opportunities to develop their language skills, attend well and are ready to learn. Improve PA attendance of PP children.	<p>Supplemented Breakfast Club including: Food and catering staff Access to reading and homework support Social skills support Resources/games BC staff to engage children in meaningful activities and social interaction</p> <p>Attendance and Punctuality Review roles and responsibilities Attendance lead challenges first day absence, home visits, work with families to provide support End of term rewards/assemblies</p> <p>Implement a programme of family learning and parent workshops to encourage and engage parents in their child's learning. Target these through the pastoral team to PP pupils families</p>	<p>Wider ranging research including that by EEF establishes a clear link between PP underachievement and the development of language and knowledge to underpin their school experience. This is particularly stark in current research regarding the impact of social deprivation on preschool pupils who experience less language development and wider knowledge development in the home.</p> <p>By using the BC/homework club including lunchtimes to target speaking and listening, reading, knowledge and understanding of the world</p>	<p>PP lead to identify PP target pupils for Breakfast, lunch and ASC PP lead to support staff to resource provision well using quality text to read, audio books, establishment of a quiet homework area, story time Sessions.</p> <p>PP lead to monitor the implementation and delivery of provision for pupils during Breakfast, lunch and ASC</p> <p>PP lead to review impact data and track pupil progress, adjusting target children and provision</p>	HT PP lead	<p>July 2019</p> <p>Attendance review termly</p> <p>Attendance increased for all pupils and particularly PP pupils. XX%</p> <p>Insert Autumn Data & Improvement</p>

		<p>and language acquisition, pupil will be better equipped to participate in the wider curriculum but also to reading and then write with a bank of knowledge and vocabulary to draw upon.</p> <p>Research demonstrates the clear link between good school attendance and improved outcomes leading to improved life chances in later years</p>			
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3 Review of 2017-18				
Previous Academic Year		2017 – 18		
i. Quality of Teaching				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	

<p>Performance of pupils eligible for PP in reading and maths is in line with others.</p>	<p>Additional Management Time in order to monitor the quality of teaching for all and performance of pupils eligible for PP.</p>	<p>2017 End of KS2: Average scaled score in Reading for Disadvantaged pupils was 94. Average scaled score in Reading for all pupils was 94.8</p> <p>Average scaled score in Maths for Disadvantaged pupils was 97.1 Average scaled score in Maths for all pupils was 98</p> <p>Percentage of Disadvantaged pupils achieving the expected standard or higher in R,W & Maths was 24%</p> <p>Percentage of all pupils achieving the expected standard or higher in R,W & Maths was 24%</p>	<p>Our data shows that our Disadvantaged children are achieving standards which are almost in line with our Non-disadvantaged children in all areas.</p> <p>Whilst this is positive in one respect, we recognise that;</p> <ul style="list-style-type: none"> a) Disadvantaged children need to make accelerated progress, above that of Non-Disadvantaged children, if we are to really make a difference. b) All of our children need to achieve higher standards. Whilst we recognise that our children are starting from a very low baseline, our progress needs to be greater. <p>Therefore, the main focus of our PP strategies for 2018-19 will be on improving teaching for ALL pupils, whilst targeting specific barriers for our Disadvantaged children</p>
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