

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	Landau Forte Academy Moorhead
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	54% - 118 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2020/21-September 2022/23
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Ruth McNeil
Pupil premium lead	Emma Parker
Governor / Trustee lead	Alison Brannick

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,695
Recovery premium funding allocation this academic year	Unknown
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£274,695

# Part A: Pupil premium strategy plan

## Statement of intent

At Landau Forte Academy Moorhead, we are committed to providing the best possible education for every individual pupil irrespective of his or her background or the challenges they face. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

High-quality first 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. The approaches we have adopted complement each other to help pupils excel. To ensure they 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	Weak language and communication skills throughout the school. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Many pupils are deprived of a rich cultural capital and therefore lack understanding of the world around them and opportunities available to them.

	This means they have a weaker context to draw on to further their understanding. Limited life experiences resulting in PSED barriers (gross and fine motor development, speech development and overall physical development).
3	Attendance of deprived pupils is lower than that of their peers. Without pupils being in school, they will miss out on all other opportunities.
4	Pupils have low self-esteem with a fixed mind set on not being able to be an achiever and succeed. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Attainment and progress of Pupil Premium pupils is lower across all subjects when compared to their peers.

## 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
<p>Pupils are confident users of language, using this to deepen their thinking. Widening experiences support the development of:</p> <ul style="list-style-type: none"> <li>control and content in writing</li> <li>inference in reading</li> <li>confidence in reasoning and problem solving in maths.</li> </ul>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To improve reading attainment among disadvantaged pupils.</p>	<p>Regular reading at home (reading diaries) and reading at school (reading tracking grids)</p> <p>KS2 reading outcomes in 2022/23 show that more than 33% of disadvantaged pupils met the expected standard.</p>
<p>To improve maths attainment among disadvantaged pupils.</p>	<p>Increased presence on TT-Rockstars.</p> <p>KS2 reading outcomes in 2022/23 show that more than 33% of disadvantaged pupils met the expected standard.</p>
<p>Increased attendance and punctuality. Pupils arrive at school on time.</p>	<p>Overall percentage in line with the national average and fewer persistent absentees.</p> <p>Parents will be fully aware of the importance of attendance and school will keep them regularly updated on how well we are doing.</p> <p>An effective tracking and monitoring system will be in place enabling early intervention where attendance becomes a concern.</p> <p>Half termly meetings between family support worker and HT where attendance has dropped below 95%.</p>

	Regular meetings between school and EWO to discuss problem families.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Children are able to self-regulate emotions, build relationships with their peers and adults and settle to learn well through trusting relationships with adults.	<p>School values will be embedded within all aspects of school life and pupils will have a good, practical understanding of what these mean.</p> <p>Pupils with lower self-esteem, or behaviours damaging to others', will receive interventions to help address this.</p> <p>The curriculum will provide opportunities for all pupils to know more, remember more and do more.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

**Priority area 1 - To secure quality first teaching for all disadvantaged pupils to diminish the difference in attainment between disadvantaged and non-disadvantaged children through a broad and balanced curriculum.**

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2, 4, 5</p>
<p>For all staff receive training in 'Instructional Coaching' and support to deliver and sustain quality first learning for all pupils.</p> <p>ELT and subject leaders will deliver a support programme of weekly coaching sessions to ensure QFT in all classrooms. Head teacher to monitor to ensure QA.</p> <p>Coaching will follow elements of the ECF/TLAC/Walk Thrus CPD programme.</p> <p>Use of staff meetings to offer training and CPD.</p>	<p>As stated in the Sutton Trust (2011), "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></p>	<p>1, 2, 5</p>
<p>Use of popble early morning starters to promote speaking and listening which feeds into writing.</p> <p>Cornerstones writing links in with our whole</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>1, 5</p>

<p>school curriculum to ensure consistency.</p> <p>Vocabulary to be taught weekly in shared reading sessions to ensure pupils are exposed to a wide range of vocabulary.</p> <p>CPD training in regards to motor control from Shonette, particularly in reference to early years.</p>	<p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
---	--	--

## Targeted academic support

**Priority area 2 - To identify and give targeted support to disadvantaged children as early as possible to ensure the attainment gap is diminishing rather than widening.**

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Pobble, Speech-link and cornerstones curriculum.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 5
<p>Additional RWI phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Weekly speech and language sessions for identified children 1:1 phonics top up sessions (x5 sessions a week) for identified Y1 disadvantaged children who need additional support to pass Y1 phonics screening check.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 5

## Wider strategies

**Priority area 3 - To increase the attendance and punctuality of disadvantaged children.**

**Priority area 4 – To ensure children are able to self-regulate emotions, build relationships with their peers and adults and settle to learn well through trusting relationships with adults.**

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance HERO (Here every day on time) initiative launched with certificates issued in celebration assemblies on a half-termly basis.</p> <p>Family support worker to work with families/EWO to support in getting children to school.</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>To ensure parents are active partners in their children's learning and are keen to take every opportunity to engage in the opportunities the school provides.</p> <p>Strategic placement of staff in the morning to welcome families who require support/security of daily chat.</p> <p>House system set up with a clear vision that highlights key diary dates for events to be mapped in.</p> <p>Open classroom events/sessions when appropriate.</p> <p>Come dine with me</p>	<p>EEF+4</p> <p>“Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>The 4, 5 9 interventions themselves can be split into three broad categories: Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom;</p> <p>and More specialised programmes which are targeted at students with specific behavioural issues.</p> <p>Other approaches, such as Parental engagement and Social and emotional learning programmes, are often associated with reported improvements in school ethos or discipline, but are not included in this summary, which is limited to interventions that focus directly on behaviour.”</p>	2, 4, 5

<p>initiative, Coffee and cake sessions partnership with the JLT.</p> <p>Parenting courses/family learning</p> <p>Reading champion coordinates and checks all reading material going home making sure it matches with RWI levels and reading ages.</p> <p>Class dojo set up alongside studybugs</p>		
<p>To ensure pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>A range of curriculum enrichment activities provided beyond the classroom. Free after school enrichment clubs.</p> <p>Visits to or out of school to enhance/support topic learning, including residential.</p> <p>Focus on ensuring our delivered curriculum is delivered through real-life, engaging activities and strategies through WOW activities and days.</p> <p>All year groups to plan events and activities to take place to enhance and broaden the curriculum and learning</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(e)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></p>	<p>2, 4, 5</p>

<p>experiences for all pupils. Forest school teacher to deliver programme to include PP children weekly.</p>		
<p>Children are able to self-regulate emotions, build relationships with their peers and adults and settle to learn well through trusting relationships with adults. Story time with age appropriate high quality texts to be delivered consistently every day. Awe and wonder experiences to hook in learners. All children will experience enrichment activities. Artist in residence Family support worker/Behaviour and learning mentor to develop systems for self-regulation and support staff with this. ELT to support with PPA planning sessions. SEND lead to support with provision for these children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(e)</a></p>	<p>2, 4, 5</p>

**Total budgeted cost: £223,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, National Curriculum tests (SATs), did not take place in England. At Landau Forte Academy Moorhead, we used past papers as standardised teacher administered tests using the previous year's standardised grade boundaries and regular assessments, moderated by teachers, our Middle Leadership Team and our Senior Leadership Team as the basis for teacher assessed levels for all pupils.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than their peers in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of remote learning offer.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read Write Inc Phonics Videos	Ruth Miskin Training

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and staff in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.