

Pupil premium strategy statement – Landau Forte Academy Moorhead

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	195
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ruth McNeil
Pupil premium lead	Matt Allison
Governor / Trustee lead	Alison Brannick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,235
Recovery premium funding allocation this academic year	£16,965
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£187,200

Part A: Pupil premium strategy plan

Statement of intent

At Landau Forte Academy Moorhead the pupil premium strategy is designed to ensure that all pupil premium children achieve their full potential whilst those children who are not pupil premium will benefit alongside their peers. We endeavour to instil our key values of “Be Brave, Be Curious and Be Kind” throughout a child’s journey at Landau Forte Academy Moorhead. We are passionate about raising children’s aspiration through enriching experiences and high quality resources, which include: learning a musical instrument, visiting inspiring places, inviting inspirational individuals to share their experiences and enabling high quality staff to flourish.

There are a large proportion of our pupil premium children that for varying reasons do not build their cultural capital outside of school. We aim to support this through our carefully sequenced curriculum to create a real purpose and passion for learning. There are real challenges and adversity within our community and we understand that we must inspire, motivate and enthuse our children to instil a love of learning beyond our school gates.

It’s important to recognise that without the children attending school regularly, none of the above is possible. It is integral to our pupil premium strategy that we tackle and improve attendance. To form positive relationships with parents and carers within our community is a vital cog in the attendance wheel.

Challenges

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

Challenge number	Detail of challenge
1	<i>Analysis of data shows that attendance is below national average. Current data shows that over time this academic year those children who are eligible for pupil premium are on average 3% below those children not eligible for pupil premium each week.</i>
2	<i>Outcomes for pupil premium children in reading highlight a gap of 27% compared to those who are not eligible for pupil premium funding. 32% of children eligible for pupil premium funding met the expected standard in Reading compared to 59% of children who are not eligible for pupil premium met the expected standard.</i>
3	<i>Poor communication skills when children enter our school. There are 44% of children who are eligible for pupil premium funding and 31% of those have been referred to external speech and language services.</i>

4	Lack of cultural capital for those children eligible for pupil premium.
5	Many pupil premium children fall into the “bottom 20%” of children who are lower attaining.

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
<i>Attendance has improved significantly.</i>	Attendance figures are closer to national and the persistent absentee rate has reduced. Attendance data show that figures are in line with those children who are not eligible for pupil premium.
All children leave Landau Forte Academy Moorhead as strong readers	The attainment gap highlighted above is reduced significantly to be broadly in line with those children who are not eligible for pupil premium. Pupil voice reflects an enthusiasm for reading for those children eligible for pupil premium.
Identification and support for speech and language is sourced and delivered.	All relevant children are enrolled on specialised speech and language programmes in order to receive the specialised support they need.
Ensure all children access wider opportunities and engagement in extracurricular activities	Pupil voice highlights the range of opportunities children have experienced. All children eligible for pupil premium access wider opportunities and/or extracurricular activities.
Those children eligible for pupil premium show good progress in their learning, which is closely monitored by relevant staff regularly.	Evidence based strategies are being used effectively by all staff to support learning in the classrooms. These include robustly researched strategies such as: checking for understanding, clear, explicit modelling and clear routines embedded within the classroom. External stakeholders verify our intended outcome. Our QA monitoring cycle highlights that evidence supported classroom strategies are contributing to our intended outcome.

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: £ 56,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop staff subject knowledge and pedagogy to ensure consistent, evidence based strategies are applied. Misconceptions children may have are addressed.</i>	<p>Evidence highlights that effective feedback can make the biggest improvement to pupil's progress.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	2,5
<i>Embed the role of all leaders so that they have substantive knowledge of their subject and relevant pedagogy across school through joining subject associations and securing quality marks.</i>	<p>The evidence below is used as a consistent framework to support in evidence-based strategies being implemented into the classroom.</p> <p>Sherrington, T & Caviglioli (202) Teaching-Walkthrus-Five-Step-instructional-coaching. Leadership: Creating Positive organisations.</p>	2,5
<i>Embed RWI phonics approach to ensure there is a clear, robust systematic approach to early readers</i>	<p>Phonics has a positive impact (+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>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2,5

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

Budgeted cost: £45,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tutoring linked to gaps analysed in NTS assessments.</i>	<p>This analysis can indicate areas for development with individual pupils or across classes/year groups. Some methods can also support teachers in isolating the real specific misconceptions children may have.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	2,5
<i>Small group tutoring during after school sessions linked to gaps analysed in mock SAT assessments.</i>	<p>If tuition is high-quality and aligned to classroom teaching, pupils can make up to four months additional progress with small group tuition. Gaps identified within practise assessments are then worked on weekly during tuition sessions and monitored at the next point of assessment for effectiveness.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) Tutoring Guide 2022 V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2,5
<i>Learning by questions is used across KS2 for planned intervention, whole class teaching and retrieval activities.</i>	<p>Teachers are able to use technology to increase the benefits of practice to improve fluency or retention of information.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	2,5
<i>Reading Intervention</i>	<p>Targeted tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>A dedicated member of staff to monitor the amount of children are doing both inside and outside of school with a “Read to Succeed” strategy launched to ensure there is a systematic whole school initiative to raise the profile of reading.</p>	2,5

<i>Speech and language</i>	Speech link is designed to identify and provide resources for children with early SLCN difficulties. https://speechandlanguage.info/	3
<i>Use of technology</i>	This is primarily centred on feedback and the use of it effectively live in lessons. Research highlights that purposeful and timely feedback has the most impact with the lowest cost in reference to closing the attainment gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	5

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

Budgeted cost: £ 84,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extracurricular clubs after school</i>	Research indicates that many of those children eligible for pupil premium lack first hand experiences linked to a range of aspects, particularly linked to character education. It is highlighted that there are many transferrable skills ranging from teamwork to logical thinking. Extracurricular activities will range from activities such as, chess or riding a bike and many more. https://www.gov.uk/government/publications/character-education-framework	1.3
<i>Breakfast club</i>	Research suggests that for pupils in disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits itself, or the social and educational benefits of the breakfast club environment. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1
<i>Stick fit</i>	To support physical and mental well-being, all children across the school will engage in a six week StickFit	1,2,3,4,5

	<p>drumming exercise course plus selected individual to receive 1:1 drumming tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</p>	
<i>Forest school</i>	<p>A school wide strategy centred around forest school provision to enhance children’s interpersonal skills and ensuring that transferrable skills such as: independence, spoken language, resilience and collaboration are applied in a classroom environment too.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	1,2,3,4,5
<i>Attendance strategy</i>	<p>The attendance policy, implemented because of last year’s strategy, is now beginning to effectively reduce persistent absence of all demographics of the school community, including those who are disadvantaged. This strategy will now seek to focus on building effective relationships with parents and creating a supportive environment for our families with low attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	1,2,3,4,5
<i>Book shop visit half termly for competition winners.</i>	<p>Based on a survey of 44097 children aged 8-18 in the UK, the National Literacy Trust’s Book ownership, literacy engagement and mental well-being report shows that the more books a child owns, the more likely they are to do well at school and be happy in their lives.</p> <p>https://literacytrust.org.uk/research-services/research-reports/mental-wellbeing-reading-and-writing/</p> <p>https://early-education.org.uk/cultural-capital/</p>	2,5
<i>Parental engagement/various events throughout the school year.</i>	<p>Parental engagement has a positive impact on average of 4 months additional progress. Research shows that incentives for parents had a positive outcome on attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3,4,5

<i>Musical instrument</i>	<p>Over 80% of the school will have the opportunity to learn a musical instrument whether that be whole class or individually. Research indicates that learning a musical instrument can benefit concentrations, self-esteem and working memory.</p> <p>https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music</p>	

Total budgeted cost: £ 187,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2023 outcomes for achieving GLD at the end of Reception are shown below:

46% of this cohort were Pupil Premium.

Indicator	PP (Percentage achieving the expected standard or higher)	Non-PP (Percentage achieving the expected standard or higher)
GLD	20%	40%

Analysis of the achievement of specific Early Learning Goals shows that Communication and Language and Literacy were the areas where children who were Pupil Premium required the most support. During this academic year, oracy will be a focus point for development across the whole school in-line with work currently being undertaken to embed and improve standards and pedagogy in English lessons. This work will base its foundations within the Early Years and staff training and support will focus on increase the opportunities for oracy within all aspects of teaching and learning to then further impact upon reading and writing skills too.

The continued work to embed the RWI programme within the Early Years and KS1 is also aiming at establishing good phoneme – grapheme correspondence, segmenting, blending and comprehension skills. Routines of assessment, planned interventions, targeted practise and reviews will also continue to be core to the RWI programme to ensure that any learner making less than expected progress will make receive timely support.

In addition, upon entry to the school, all children within the EYFS cohort have been screened using the Talkboost and Speechlink assessment programmes. Any children identified as receiving more support have received regular intervention from trained staff members and improvements are beginning to be seen within re-assessment checks.

Summer 2023 outcomes for Year 1 pupils taking the phonic screening assessment are shown below:

67% of this cohort were Pupil Premium.

Indicator	PP (Percentage achieving the expected standard or higher)	Non-PP (Percentage achieving the expected standard or higher)
Phonics	67%	67%

Although consistent across both demographics, it is noted that phonics outcomes still need to improve further. The embedding of the RWI scheme across KS1 has been a positive start, coupled with schemes to promote a love for reading across the school. Data and assessment will continue to be collated and scrutinised half-termly to monitor attainment, modify child groupings and identify learners requiring further support.

Additional LSA time will also be allocated to deliver pre-teaching and catch-up sessions for learners who require it.

Monitoring of the quality of session delivery will also continue half-termly from senior members of teaching staff and external CPD sessions have been arranged both remotely and in-person for all members of staff in the next academic year to develop delivery and confidence.

Summer 2023 outcomes for KS1 pupils are shown below:

78% of this cohort were Pupil Premium.

Indicator	PP (Percentage achieving the expected standard or higher)	Non-PP (Percentage achieving the expected standard or higher)
Reading	54%	88%
Writing	39%	88%
Maths	50%	75%

Signs of progression with early reading and the application of early reading skills are a pleasing effect of the now, fully embedded RWI scheme across Key Stage 1. Within

that scheme, specific comprehension level groups are aiming to challenge those children progressing quickly and schemes targeting reading across the wider school community have shown an increase in the amount that children are reading at home.

Several learners within KS1 are currently working to a Pre-Key Stage standard or at a level considered working towards the expected standard. As a result, subject leadership applied funding will focus on developing staff confidence with assessing at the P Scale level of development in the next academic year. Further time will also be given for staff training, meetings and development of the whole-school writing scheme to ensure further confidence in delivery and ability to adapt teaching for learners requiring more scaffolding or support.

Maths pedagogy in the next academic year will also be adapted to include a greater amount of time to embed arithmetic skills and times table knowledge in preparation for the Year 4 multiplication check.

Summer 2023 outcomes for KS2 pupils are shown below:

54% of this cohort were Pupil Premium.

Indicator	PP	Non-PP
Combined (Expected)	16%	50%
Reading (Average Scaled Score)	98	98
Writing (Average Attainment Grade)	WTS	EXS
Maths (Average Scaled Score)	96	98
Attendance	86.3%	87%

Analysing the data from the last academic year has shown that we are still working towards the intended outcomes set to be achieved in the academic year 2024/25.

Currently, children who are Pupil Premium are averaging attainment at the 'Working Towards' standard in all the areas of reading, writing and maths. Writing and maths especially, show a clear gap in outcomes between our disadvantaged and non-disadvantaged learners. Therefore, continuing to develop our intervention and tuition programme for learners in these academic areas will be a point of focus during this academic year after performing the relevant gap analysis of assessment data.

Average attendance for all learners, including those who are Pupil Premium, is also below the national average and so work will continue in this year's strategy to develop robust procedures for tackling poor attendance. We also recognise that supporting families and building relationships further between home and school will be a part of this process and so CPD and development for staff responsible for monitoring and improving school attendance will focus on this area.

Initiatives designed to raise the profile and expectation of reading more at home, appear to be having some results as reading was an academic domain which showed no difference between disadvantaged and non-disadvantaged children. However, the average scaled scores for all demographics within this area of learning are still not at the expected standard and so further work will be undertaken to develop a consistent reading pedagogy which can support positive signs in KS1's early reading and phonics assessment data.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Stick Fit	Rockin' Robins
Music tuition	Derbyshire Music Education Hub

Further information (optional)

Our pupil premium plan will be supplemented by additional activity that is not being funded by pupil premium funding:

- *Use of transport to facilitate off-site visits*
- *CPD for subject leaders to enhance their own subject knowledge regarding SEND and our wider curriculum.*
- *Resources to supplement various aspects of our curriculum off at Landau Forte Academy Moorhead.*

Planning, implementation and evaluation:

When evaluating our previous strategy and planning our new one, we used a variety of evidence from standardised assessments, pupil voice, external visits and conversations with various stakeholders.

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

The EEF's implementation guidance

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> was particularly helpful in developing our strategy.