

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	207
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Ruth McNeil
Pupil premium lead	Tom Cafferky
Governor / Trustee lead	Alison Brannick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,270
Recovery premium funding allocation this academic year	£15,080
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£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>	£156,350

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: £ 46,850

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 pupils 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> <p>Using the PSQM network to raise the profile of science and secure whole school specialised CPD to improve the quality of teaching within this subject. Supporting monitoring and time out of class to facilitate this.</p>	2,5
<i>Embed RWI phonics approach to ensure there is a clear, robust systematic approach to early readers</i>	Phonics has a positive impact (+5 months) with very extensive evidence and is an important component in the development of early reading skills,	2,5

	<p>particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35,755

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>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>	<p>Speech link is designed to identify and provide resources for children with early SLCN difficulties</p> <p>https://speechandlanguage.info/</p>	3

<i>Use of technology</i>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 73,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extracurricular clubs after school</i>	<p>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.</p> <p>https://www.gov.uk/government/publications/character-education-framework</p>	1.3
<i>Breakfast club</i>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1
<i>Stick fit</i>	<p>To support physical and mental well-being, all children across the school will engage in a six week StickFit 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>	1,2,3,4,5

<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>A new policy has recently been re written taking into account new guidance:</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: £ 156,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes in 2022 for KS2 highlight that the combined measure of R, W, and M shows an attainment gap of 25% between those children eligible for pupil premium and those who are not eligible from the previous academic year.

One of our previous intended outcomes centred on enrichment and there has been ample opportunity for those children who are eligible for pupil premium to access these activities. They primarily encompass residential trips and links to career opportunities with companies such as JCB.

Our implementation of “The Write Stuff” has provided us with anecdotal evidence suggesting vocabulary acquisition has improved amongst children, particularly in KS2. KS2 writing examples highlights the closest gap we have in attainment between those eligible for pupil premium and those that aren’t. Staff voice has indicated that vocabulary and the use of this has played an integral part in this.

In reference to children regulating emotions and how this has improved from the previous report is evidenced by our CPOMS logs whereby children have developed strategies to support themselves in their own emotional regulation. Incidents have decreased by approximately 20% with actions highlighting strategies being used effectively. Examples of this include: use of designated rooms to calm down, behaviour policy changes and deployment of staff.

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
N/A	N/A

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.