

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	218
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£187,730
Recovery premium funding allocation this academic year	£0
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>	£187,730

Part A: Pupil premium strategy plan

Statement of intent

At Landau Forte Academy Moorhead the pupil premium strategy is designed to ensure that all children eligible for pupil premium funding achieve their full potential whilst those children who are not, 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 to play 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 children receiving funding 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	Children eligible for Pupil Premium funding have an average lower attendance than their peers.
2	Children eligible for Pupil Premium funding do not meet the expected standard within the Key Stage 2 assessments as frequently as their peers.
3	Children eligible for Pupil Premium funding do not make comparable progress to their peers in Reading.
4	Children eligible for Pupil Premium funding do not make comparable progress to their peers in Writing.
5	Children eligible for Pupil Premium funding do not have wide-ranging experiences of sporting and enrichment activities outside of the school setting.

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
Disadvantaged pupils will attend school as consistently as their peers.	<ul style="list-style-type: none"> - Attendance will be routinely tracked and analysed by the pastoral team and concerns addressed swiftly with families - A range of support for families will be offered including but not limited to: supported Breakfast Club access, support with uniforms, supportive contracts and agreements, regular meetings and celebrations of success - School's Family Support Worker will liaise with the Educational Welfare Team should more support be required
Significantly more disadvantaged pupils will achieve the expected, combined standard in their KS2 assessments.	<ul style="list-style-type: none"> - Termly assessments will be conducted with fully staffed access arrangements to ensure that all children, especially those who are disadvantaged, are given the best chance of achieving their potential - Assessment data will be analysed termly and pupils will receive personalised support including: small teaching groups, intervention sessions, after-school tuition and teaching and homework utilising engaging resources

<p>Disadvantaged pupils will make and maintain a strong start to their early reading with significantly more pupils passing the Year 1 Phonics Screening assessment.</p>	<ul style="list-style-type: none"> - All children will receive expert RWI teaching by a large team of staff - All phonics teaching will take place in small groups, tailored to the needs of the child by analysing their phonological awareness and ability to blend - Children not making progress in line with their peers will receive additional, small-group support, specific to their areas of need
<p>Significantly more disadvantaged pupils will meet the expected standard for Writing at both KS1 and KS2.</p>	<ul style="list-style-type: none"> - Leaders responsible for Writing and assessment within the school will continue to adapt and embed the school's writing programme across all phases of learning - Adaptation and embedding of a progressive plan for spelling, punctuation and grammar will also continue to develop throughout all phases of learning - Key members of staff across the school will be released to complete writing moderation training and then disseminate that knowledge to staff
<p>Disadvantaged pupils will be given a broad and exciting offer of enrichment and extra-curricular activities.</p>	<ul style="list-style-type: none"> - School council representatives will be trained to conduct termly research of the school population and direct the school's extra-curricular provision offer - Partnerships will be continued and built with local groups and businesses to ensure that children can experience activities personal to our local area - Sport and health groups will be used alongside the Derby County Community Trust to continue to build an active school community - Children across the school will be given the opportunity to learn and play a music instrument from the Derbyshire Music Education Hub and Rockin' Robins

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continually developing high-quality teaching practise using research-informed methods.	<p>Developing assessment and feedback strategies using the Walkthru Principles - Sherrington, T & Cavigloli (202) Teaching-Walkthrus-Five-Step-instructional-coaching. Leadership: Creating Positive organisations.</p> <p>Delivering high-quality feedback to pupils - Feedback EEF</p> <p>Providing adapted teaching opportunities within lessons - Individualised instruction EEF</p>	2,3,4
Developing and monitoring a broad and balanced curriculum which progressively builds upon the knowledge and skills of the learners.	<p>Delivering high-quality feedback to pupils - Feedback EEF</p> <p>Spaced learning, retrieval practise, managing cognitive load and scaffolds - Cognitive science approaches in the classroom - A review of the evidence.pdf</p> <p>Sequencing and teaching curriculum content in logical ways - 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf</p>	2,3,4
Adapted Year 6 teaching groups.	<p>Smaller group sizes which are adapted to reflect the gaps in current knowledge - Small group tuition EEF</p> <p>Reducing class size EEF</p> <p>Within class attainment grouping EEF</p>	2,3,4
To continue to embed RWI as a systematic scheme to improve early reading outcomes.	<p>Implementing a systematic approach to phonics suitable for early readers from 5 to 11. Phonics EEF</p> <p>Adapting the whole-school approach to reading to ensure that key skills are consistently re-visited and refined - Reading comprehension strategies EEF</p>	3

<p>Developing a writing curriculum which prioritises language development, the planning and editing of writing and spelling, punctuation and grammar.</p>	<p>Developing a systematic approach to writing from KS1 to KS2 which incorporates both reading and writing skills - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 and https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Supporting practitioners within the Early Years to develop high-quality practise for early language development - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions to support teaching across the core subjects of the primary curriculum.</p>	<p>Considering the planning and delivery of additional academic interventions led by Learning Support Assistants - https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p> <p>One to one tuition and support - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Small-group support - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>The effective use of teaching assistants - https://eef.li/teaching-assistants/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2, 3, 4</p>
<p>Adapting the teaching within classrooms and interventions to support disadvantaged learners and those who have SEND.</p>	<p>Evidenced –based approached to support disadvantaged and SEND learners - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>2, 3, 4</p>
<p>After school tutoring for Year 6 pupils based on current gaps within their learning.</p>	<p>One to one tuition and support - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Small-group support - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>Accompanying in-person learning with supporting homework and additional resources -</p>	<p>2, 3, 4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
Targeting low-attaining and learners with SEND with speech, language and reading support interventions to improve vocabulary and language development.	<p>One to one tuition and support - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Small-group support - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>Improving language use and development through oracy and reading work - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3, 4

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

Budgeted cost: £37,200

Activity	Evidence that supports this approach	Challenge number (s) addressed
Developing a bespoke attendance framework which promotes community and inclusion.	<p>Building relationships and communication with families to support a sense of belonging: Build a holistic understanding of pupils and families, and... EEF</p> <p>Build a culture of community and belonging for pupils EEF</p> <p>Communicate effectively with families EEF</p>	1
Using interventions such as Drawing and Talking to support the	<p>Planning and delivering structured support sessions for pupils SEL - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1

<p>SEMH needs of our disadvantaged pupils.</p>	<p>Building relationships and using restorative conversations to support behaviour management - https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1734620871</p> <p>Using interventions to support whole-school learning - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Continuing to build relationships with parents and a sense of belonging with in-school community events.</p>	<p>Reviewing and planning how to meet the needs of our parents and their children - https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p> <p>Building parental engagement to then support academic success - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 3, 4</p>
<p>Continuing to offer all children breakfast at the beginning of the school day and offering targeted support through Breakfast Club for our most disadvantaged families.</p>	<p>Utilising a similar approach to those shown below to impact on wellbeing and attainment of pupils accessing our free breakfast provision - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=Breakfast</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&utm_medium=search&utm_campaign=site_search&search_term=Breakfast</p>	<p>1, 2, 3, 4</p>
<p>Building a more active and healthy school community through the use of activities such as extra-curricular clubs, Forest School and Stick Fit.</p>	<p>Using outdoor activities to improve wellbeing, self-esteem and critical thinking skills - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Developing our school communities health and wellbeing through a wide-range of child-selected extra-curricular clubs - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>1, 5</p>

Continuing to give all members of our school community the ability to play and learn an instrument.	Participating in the arts to improve well-being, oral language skills and motivation - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
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Total budgeted cost: £ 187,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the Summer of 2024, 13 out of 21 children achieved a GLD in our Reception cohort. Of those 21 children, 7 were eligible to achieve Pupil Premium funding, with 5 of those achieving GLD.

Indicator	PP (Percentage achieving the expected standard or higher out of 13)	Non-PP (Percentage achieving the expected standard or higher out of 13)
GLD	38%	62%

Analysis of the achievement of specific Early Learning Goals shows that Literacy was the main area of learning requiring further support. Across our setting, this is a consistent pattern and so curriculum leaders of Reading and Writing are currently working to adapt and embed refined teaching processes for both subjects from Reception to Year 6. Within these curriculum plans, a higher focus will be placed on the skill of oracy to support the verbal formation of ideas and vocabulary which can then be translated to written form.

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 received a timely transition of support from Speech and Language services to maintain any targeted work occurring to support their speech and language development. Further to this, assessment of language comprehension using the Talk Boost programme has also identified further children who have already been referred to Speech and Language services and work is already ongoing to ensure that a gap in development with their peers does not occur.

In the summer of 2024, 17 out of 18 children achieved the pass mark of 32 in their phonics screening assessments. Of those 18 children, 6 were eligible to receive Pupil Premium funding, with 5 of those passing the phonics screening assessment.

Indicator	PP (Percentage achieving the pass mark out of 17)	Non-PP (Percentage achieving the pass mark of 17)
Phonics	29%	61%

With an overall pass rate of 94%, the attainment of all children within the phonics screening assessment was outstanding in the last academic year. The embedding of the RWI system to continually assess and develop the phonic knowledge of the children is now showing clear results. Teachers and Learning Support Assistants responsible for the delivery of phonics have continued to receive high-quality training and their delivery of teaching is consistently refined and adapted to suit the needs of all learners. Pleasingly, the one pupil eligible for Pupil Premium funding who did not meet the expected standard in the assessment is already achieving that pass mark in preparation for their re-sit during this academic year.

In the Summer of 2024, 22 out of 38 children successfully achieved the pass mark of 25 in the multiplication assessment check. Of the 22 children who passed the assessment, 11 were eligible to receive Pupil Premium funding.

Indicator	PP (Percentage achieving the pass mark out of 22)	Non-PP (Percentage achieving the pass mark out of 22)
Multiplication Check	50%	50%

In the multiplication check, it was pleasing to see children eligible for Pupil Premium funding achieving the same outcomes as their peers. However, work is now being done to ensure that outcome for all children in the multiplication check are improved.

Across all phases of learning, the school's Maths co-ordinator has begun to introduce a system of building fluency with basic number skills within arithmetic starters of all Maths lessons. These skills are carefully planned and sequenced using knowledge of research and best practise to ensure that all learners, including those who are disadvantaged, do not maintain significant gaps in their knowledge of basic number.

This knowledge is then carefully checked and assessed throughout each term and re-addressed within lessons and targeted support interventions if necessary.

Across the school, the profile of both Times Table Rockstars and Numbots as platforms to continue practise at home is also being emphasised to families through the school's communication platform of Class Dojo. Weekly competitions are arranged for classes to work against each other and prizes are also given weekly to the top individual and class performers across the school. It is hoped that as the year progresses, this additional motivation will lead to progress within the attainment of the current Year 4 cohort too.

In the Summer of 2024, 11 out of 22 children in the Year 6 cohort achieved the expected standard or higher in the combined areas of Reading, Writing and Maths. Of these 11 children, 3 were eligible for Pupil Premium funding.

Indicator	PP	Non-PP
Combined (Expected and higher out of 11)	27%	73%
Reading (Average Scaled Score)	99	104
Writing (Average Attainment Grade)	WTS	EXS
Maths (Average Scaled Score)	98	104

Attainment for all children, including those who are disadvantaged, in the KS2 SATs is improving across all areas of the curriculum. However, when comparing the combined measures, there is still a clear gap in outcomes between disadvantaged pupils and their peers.

During this academic year, further work has already been undertaken to reduce the class sizes of our Year 6 cohort and develop flexible teaching groupings based on assessment data and gap analysis work. During morning sessions, all Year 6 children will work in small class sizes before accessing targeted intervention work in their afternoons.

Within the core subjects, groupings and teaching will constantly be reviewed and adapted to meet the needs of the children. This will occur during weekly phase meetings, pupil progress meetings and meetings with staff from external support services.

Work across the school by curriculum leaders for Reading, Writing and Maths continues to adapt and embed research-proven teaching techniques to ensure that fundamental skills can be developed and improved. Within Writing, this focus is on developing oracy to support the planning, editing and drafting stages of written work and within Maths, the focus continues to be on developing arithmetic skills so that they can be further applied within reasoning and problem-solving tasks.

To accompany this work, afterschool tutoring sessions will be offered to targeted learners as a result of gap analysis work to ensure that specific areas of learning continue to be addressed as required and rapid learning can be made.

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.