

Pupil premium strategy

Landau Forte Academy QEMS



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Pupil premium spending 2020/21

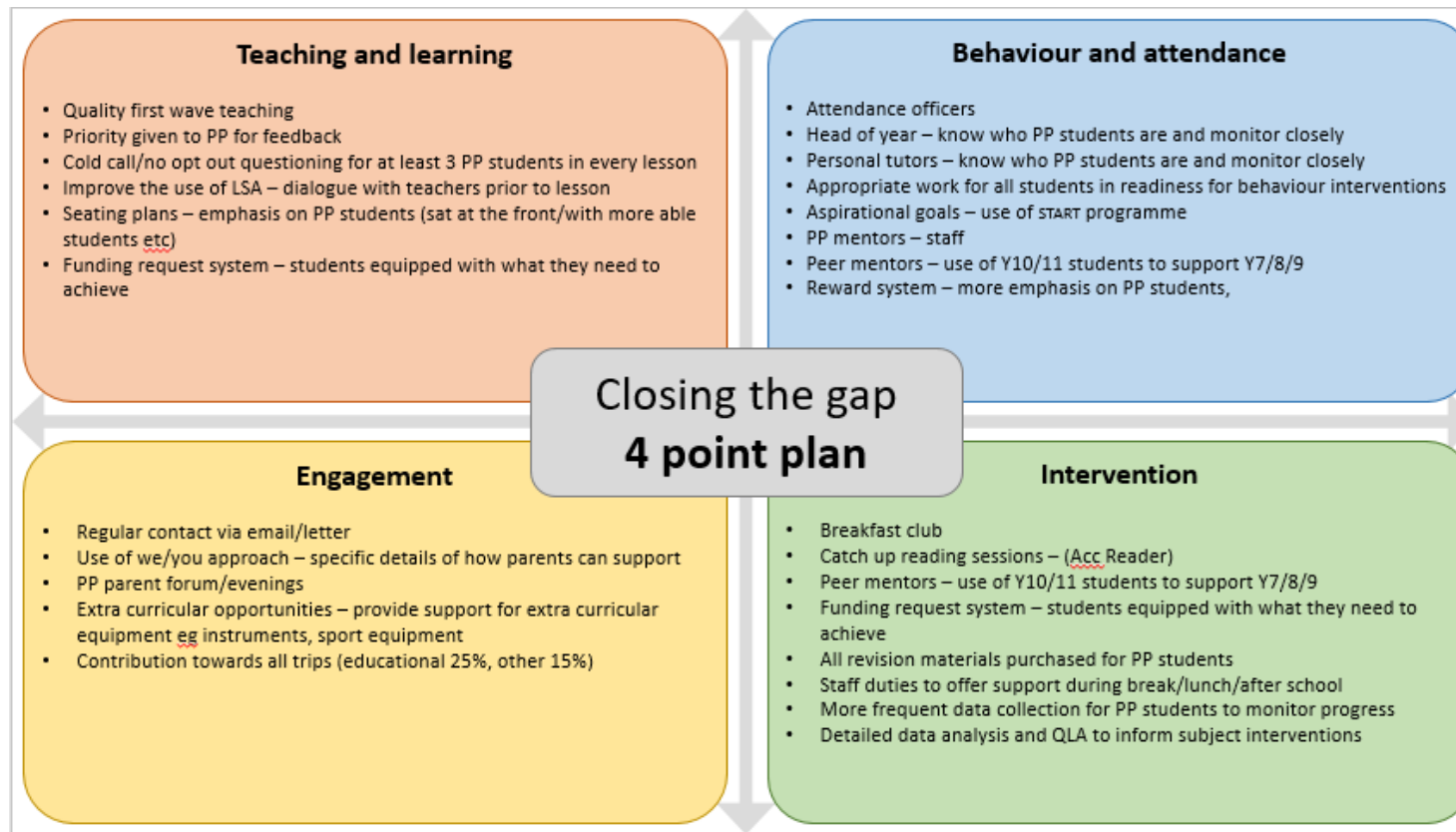
SUMMARY INFORMATION			
Date of most recent pupil premium review:	SEP 2020	Date of next pupil premium review:	SEP 2021
Total number of pupils:	774	Total pupil premium budget:	£210,000.00 approx
Number of pupils eligible for pupil premium:	223	Amount of pupil premium received per child:	£935 ave

STRATEGY STATEMENT

At Landau Forte academy QEMS we are committed to providing an environment that encourages all pupils to work to and fulfil their potential. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

Aims:

To not only narrow but 'remove' the gap in attainment between disadvantaged and non-disadvantaged. This will be achieved by implementing a clear and precise plan involving four key aspects, Teaching and learning, Behaviour and attendance, Engagement and intervention. Essential to the success of closing the gap is being able to accurately identify students and intervene as appropriate for the individual. Full analysis at class level will be done for all year groups to provide staff the appropriate information they need to drive the outcomes for the disadvantaged students within their groups.



Assessment information

END OF KS4 (FOR SECONDARY SCHOOLS)			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving 9-4 English and Mathematics	38	63.6%	71%
% achieving 9-4 English	35.9%	76.6%	71%
% achieving 9-4 Mathematics	53.8%	72.0%	71%
% achieving combined science	41.0%	72.9%	61%
Progress 8 score average	33.3%	-0.6	+0.1
Attainment 8 score average		4.7	5.03

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Noticeable gap between English Reading KS2 standardised scores Lower starting points by ave -2.1 for KS2 English reading
B	Noticeable gap between English Reading KS2 standardised scores Lower starting points by ave -2.1 for KS2 Mathematics
C	Behaviour/Motivational issues for a small group is having a detrimental effect on their academic progress and that of their peers.
D	SEND K and disadvantaged pupils are not making progress in line with peers

ADDITIONAL BARRIERS

External barriers

E	Gaps in attendance between SEND students [particularly those without EHC plan], FSM students and all other students
F	Higher than proportional number of low attenders are PP students.
G	Behaviour points are higher for pp students than others
H	Parents of disadvantaged pupils are not represented at school events in proportional to other parents.
I	Social care involvement with a number of families

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Close the gap between disadvantaged pupils progress and the progress of other pupils.	<ul style="list-style-type: none"> > P8 Gap (2020) -0.7 2021 -0.4 gap > A8 Gap (2020) -1.2 2021 -0.5 gap
B	Improve engagement for disadvantaged pupils	<ul style="list-style-type: none"> > Increase attendance of students eligible for PP funding > Increase in the rewarding of PP eligible students > Increase in attendance of PP students 2020 PP 90.4%, non-PP 94.38% PP attendance 95%
C	Improve Literacy levels of disadvantaged pupils	<ul style="list-style-type: none"> > Students to make progress in line with non-PP students > Students to make greater progress than PP students nationally > 2020 gap of 22.8% 4+ in English 2021 15% gap
D	To ensure that students have access to the wider curriculum.	<ul style="list-style-type: none"> > Option choices in Y9 to allow disadvantaged learners to access all possible courses > Ensure high attaining learners EBACC pathway

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Marking and feedback to focus on disadvantaged pupils. Students work/assessments to be marked first.	High quality feedback to Disadvantaged pupils	EEF toolkit outlines clearly that the biggest impact in terms of months of progress comes from the quality of feedback provided by the class teacher.	Line Management of Middle Leaders. QA overseen by SLT responsible for QA. Department moderation of marking	SLB/MN	Nov 2020 Feb 2021 May 2021
Improved quality of teaching across all subjects by delivering effective modelling and scaffolding, targeted questioning and constant retrieval practice to ensure that our most disadvantaged pupils are able to make progress.	All staff to deliver Rosenshine's Principles of Instruction as part of their daily practice: Modelling / Scaffolding Retrieval practice Questioning.	The biggest impact on student progress is ensuring the quality of teaching is strong and consistency over time will have an impact.	Line management of Middle Leaders, and consistent testing of the quality of teaching through learning walks, observation and work scrutiny triangulation.	SLB/MN	Ongoing coaching programme
Implement CAT4 testing to gauge abilities of new Y7 students	Have a strong baseline for new Y7 students with which to set targets and measure progress Staff aware of the English and Maths abilities of new Y7 students	No KS2 scores due to COVID	Students to conduct tests during lessons Student level reports shared with staff Targets set in line with FFT(20) Data made available to staff via go4schools	MUR	October 2020

Analysis of progress of PP students via go4schools	Identify the performance of PP students in all subjects for all year groups Improved timely interventions	Providing the information to CL's/AP's/class teachers will provide more opportunity to intervene as opposed to the analysis at dept level	Each data collection reports generated and distributed to staff for all year groups/departments	MUR/EMC CL's AP's	Ongoing
Ensure targeted cohorts of disadvantaged pupils are identified and closely monitored and that additional intervention for these pupils is put in place. (Focus on Year 11 English and Maths)	Internal progress data will be reviewed for impact following each data drop. Internal data for targeted cohort for Maths and English shows improvements.	Pupils who leave QEMS without the basic qualifications in Maths and English will have reduced life chances.	Targeted cohorts identified and information shared with all staff	MUR/EMC/HOY	ongoing
Ensure strategic use of PP funding by departments, with impact clearly measurable.	Disadvantaged pupils will be more engaged with the curriculum and improve academic performance	Not all pupils are able to access resources in the same way. It is more likely that disadvantaged pupils will need variety and materials/resources which are more engaging.	Subject and pastoral leaders have bid for additional funding, for which evidence of impact can be clearly measured	MUR	August 2021
Maintain use of "showmyhomework"	PP students able to access curriculum whilst not on site	Homework proven to raise progress by 5 months (Sutton Trust)	QA homeworks/lessons being assigned	MKN CL's AP's	July 2021
Implementation of Microsoft Teams	PP students able to access curriculum whilst not on site	Homework proven to raise progress by 5 months (Sutton Trust)	QA homeworks/lessons being assigned	SLB CL's AP's	July 2021
Total budgeted cost:					£75,000 approx

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Maths/English support/intervention	Improved outcomes for PP in English and Maths GCSEs Close gap across KS3	Poor literacy and maths skills are barriers to achievement. Closing this gap and boosting students skill in these areas are vital.	Tailored to students specific needs Progress towards targets Improved attainment	MLS LSA's	Termly
Purchase of revision materials for PP students	All PP students receive targeted revision materials specific to their subjects Improved attainment/progress of PP students	Collaborative learning +5months Mastery learning and revision strategies +5 months	Analyse departmental gaps – QLA from exam papers/assessments	MUR CL's	Post PPEs
Attendance officer Head of year	Improved attendance of PP students	John Dunfor 'a 10 step pupil premium plan' 2015 If attendance is an issue this is addressed as a matter of priority	Through the behavior/attendance policy Attendance reporting of PP students through the year	SCT	Termly
Head of year	Improve behaviours of PP students	improve the behaviour of some of these individual pupils in order to maximise their time spent productively in lessons	HOY reporting Reduction in internal exclusions	SCT HOY	Termly
Personal tutorial LSA mentoring	Dedicated member of staff for each PP student	Regular/consistent point of contact for each PP student	Students engage with their personal tutors PT monitoring of attendance/behavior/achievements	SCT MLS HOY	Termly
Raising standards team	Improved outcomes for PP students	Identify and intervene with key groups of students (including PP)	Improving outcomes across the year for focus groups of students	MUR RS team	Termly

Behaviour support officers	Improve behaviours of PP students	improve the behaviour of some of these individual pupils in order to maximise their time spent productively in lessons	HOY reporting Reduction in internal exclusions	SCT HOY	Termly
Total budgeted cost:					£80,000 approx

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Start careers programme	PP students engage with careers and set aspirations as a consequence Improved attainment for PP students	Students knowing their desired pathways more likely to engage in subjects and therefore improve attainment	Monitor use through: Student voice Personal tutors Careers lead reporting	MSN MKN CAW	July 2021
Extra curricular activities	Improved engagement with PP students in activities outside of the classroom	Enhance educational and social experiences linked to the school enriching cultural capital	Student engagement Logs of EC	All staff involved in trips/visits/EC activities	September 2021
Purchase of uniform and equipment	Students equipped for all aspects of the curriculum Improved outcomes	Where students cannot engage with the curriculum through lack of equipment/attire less likely to achieve in these subjects	Students able to participate in all aspects of the curriculum	MUR ZOB	September 2021
Total budgeted cost:					£15,000 approx

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost (c)
Learning support assistants	To help provide support in lessons and consequently help students to understand the work	Improved outcomes for PPG students	Further recruitment and training	£25800
PiXL apps – maths/English	Provide resources for students outside of lesson time Students engage with the apps and narrow gaps in knowledge, build skill and knowledge, build confidence in subject content	2020 results English 53.8% 4+ Maths 41.0% 4+ 2019 results English 46.4% 4+ Maths 28.6% 4+	Clear increase in Maths/English attainment of PP students	£1000
Purchase of revision guides	All disadvantaged students can purchase revision materials at a subsidized cost through the school. When this is not enough to bridge the gap, materials are provided without charge	2020 results A8 – 3.6 2019 results A8 – 3.3	Increase in attainment of PP students Still a gap of	£500

Raising standards team	To monitor individuals and groups of learners in all Key Stages across the school, Standards leads are appointed. The attainment and progress of disadvantaged students is a specific focus, in both progress and attainment in all subjects. This is further supported by assistant subject leads who provide intervention in a range of subjects across the curriculum	Improved outcomes for PP students	Narrow the team in order to drive focus Termly meetings to ensure the continued review of PP students	£13500
Creation of smaller focus groups in Year 11 Maths and English	To allow key students to be moved into smaller focus groups in Maths and English with a clear remit to target specific skills and improve these students attainment.	Improved progress and attainment in Maths and English		?

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost (c)
Personalised mentoring	Provide a mentor who can act as a point of contact for the student, teachers and home and provide the support. Help students with organising skills and support vulnerable PP pupils.	Increased positive behaviour points Improved progress of PP students	Not all students had access Further development required	£2000
Employment of Behaviour Support Officer	To provide a key member of non-teaching staff who is accessible to PP students. To provide support and guidance to PP students to allow them to access lessons. To establish working relationships with key parents to improve home school engagement for PP students	Fewer behaviour points accrued on a weekly basis by all students. The number of fixed term exclusions is significantly reduced		£28800
Employment of an Attendance Officer	To reduce the number of persistent absentees the majority of whom are PP students. To support PP families in getting students into school by regularly liaising with families and outside agencies	Improved attendance for PPG as well as fewer PPG students below 90% attendance		£27600
Personal tutor time every morning for 20 mins	To ensure PPG students have a familiar base every morning to improve attendance and reduce lateness. Building a relationship with a tutor to ensure improved behaviour and fewer FTEs	Improved attendance/PA and behaviour as well as supporting academic mentoring		£41200

Safeguarding of our most vulnerable PPG students	Use of CPOMS to support students who are vulnerable and their families	Students are safeguarded effectively		£3000
Student support	Provide a welcoming 'hub' for students to access the support of a number of external providers.	Records show a number of students are regularly making use of support which includes, but is not limited to: school nurse, counselling services		£15000
Identification of PPG for all staff through go4schools seating planner	All staff to identify PPG on seating plans to raise the profile of PPG throughout the academy.	Improved outcomes for PPG students and improved level of support offered in lessons	Use of seating plan for better support – targeted intervention within lesson Ongoing training re questioning (cold calling/ no opt out etc)	£750

Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost (c)
Data manager analysing progress data for PP students	Create and share data reports for AP's/CL's/HOY/SLT informing the progress of PP students in subject areas Improvement in attainment of PP outcomes in individual subject areas	Whole school and subject reports developed with clear section to show progress of PP students towards their targets	Not yet fully embedded Better signposting of PP students to teaching staff/CL's	£10000
In house training for staff on PP initiatives	To support staff in strategies to engage PP students in lessons	Improved outcomes for PPG students	Further support and training for new staff/NQT's/UQ staff	£1500
Stationery and Uniform	To provide students with equipment to access their lessons and uniform to support parents who have funding issues.	Students do not feel excluded from lessons owing to lack of equipment of missing articles of uniform	System set up to enable class teachers to request funding for specialist equipment for the PP students in their lessons eg ingredients (food), sketch books (art/textiles)	£5000
Level 1 Engineering course at South Staffs College	Students in year 11 to achieve a qualification in Engineering which is practical and engaging	Students passed the course		£1500
Enrichment Activities	To provide students the opportunity to engage in other activities such as DofE	Students engage with activities and opportunities Greater sense of belonging and worth	Clearer systems for request for funding towards the cost of trips/activities	£12432