

## Pupil premium strategy statement: Landau Forte Academy QEMS

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
Landau Forte Academy QEMS	
Number of pupils in school	844
Proportion (%) of pupil premium eligible pupils	28.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	TBC
Date on which it will be reviewed	Sept 2024
Statement authorised by	Mr A Perry
Pupil premium lead	Mrs E Meakin
Governor / Trustee lead	Mr M Hardy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190, 343.95 Based on 216 for report released in SEPT 2021 Suggesting 27.6%
Recovery premium funding allocation this academic year	£ 28,900.39
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ TBC
<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	£219,244.34

# Part A: Pupil premium strategy plan

## Statement of intent

These are the aims of our pupil premium strategy plan:

- Close the gap literacy gap
- Close the gap in mathematics
- To ensure that all students experience quality first wave teaching.
- Improve engagement for disadvantaged pupils
- To ensure that students have access to the wider curriculum

The school's vision is modelled in our Academy values; 'Curiosity, Compassion and Courage'. We also strongly believe in an inclusive education for all. We believe that all of our students deserve a curriculum that meets their differing needs and enables them to fulfil their unique potential. We want our students to be successful members of our community and to maximise their life opportunities. It is the intention of our curriculum to enable this.

### **Our curriculum intent:**

The Academy's vision is to enhance students' understanding of the world by guiding them in their educational journey with care and compassion. We develop young people to enjoy learning and progress with integrity, regardless of their differences or abilities.

As an academy we will offer an inspiring environment so that our students are able to succeed in a rapidly changing world. We firmly believe that to fully enrich the life chances of our students we will provide them with guidance and experiences, which will enhance their awareness of the challenges and opportunities for life beyond the Academy.

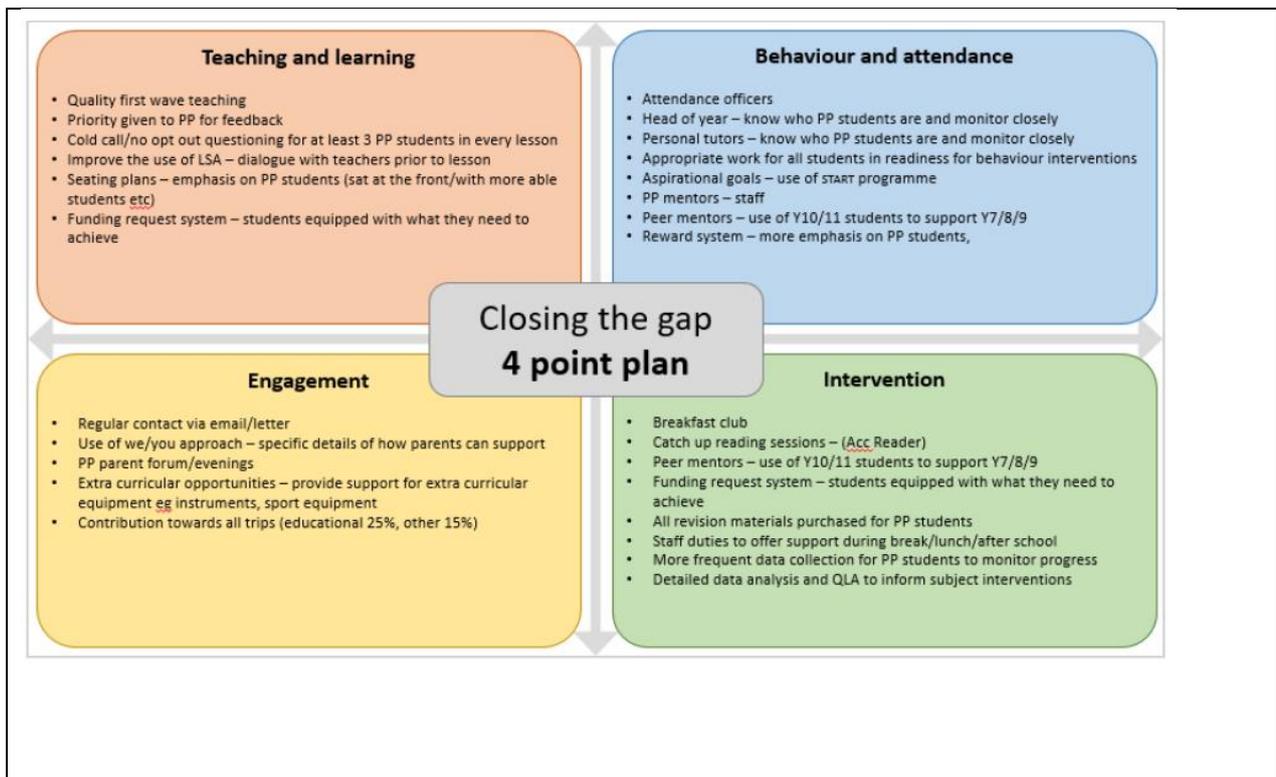
Our ethos, entrenched in every lesson, ensures respect, resilience and independence. We work in conjunction with our key stakeholders to ensure that students achieve.

### **Our curriculum principles aim to be:**

- ambitious for **all students**;
- coherently planned and sequenced;
- successfully adapted, designed and developed for students with special educational needs and/or disabilities;
- broad and balanced

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.

Our aim is 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:



## Challenges

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

Challenge number	Detail of challenge
1	The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. Subsequent internal and external (where available) assessments show that this gap can widen
2	Behaviour/Motivational issues for a small group is having a detrimental effect on their academic progress and that of their peers. Behaviour points are higher for pp students than others
3	SEND K and disadvantaged pupils are not making progress in line with peers and PP BOYS
4	Our attendance data indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils.  Disadvantaged pupils have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress
5	Parents of disadvantaged pupils are not represented at school events in proportional to other parents.

## 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
Gap between English and Maths CAT Scores has decreased	<p>Gap between disadvantaged pupils progress and the progress of other pupils has narrowed, ideal</p> <p>Students have met/ exceeded their target grades.</p> <p>Students have been able to access chosen pathways with success</p> <p>High proportion of PP students studying A levels/ L3 courses with university aspirations</p>
To ensure that all students experience quality first wave teaching.	<p>All staff are teaching to academy expectations, following Rhosenshine's Principals of Teaching and Learning, and this can be seen in monitoring of QA activity and coaching outcomes</p> <p>Student's attainment has increased</p> <p>Staff are providing the students the necessary challenge needed to ensure that the teaching is challenging for all</p> <p>Students can respond well to teacher feedback and apply this to improve their grade</p>
Improve engagement for disadvantaged pupils	<p>PP students are attending school and have 96% + attendance in each academic year</p> <p>60%+ PP students are attending intervention and enrichment offerings</p> <p>PP students are engaged in their learning</p>
Improve Literacy levels of disadvantaged pupils	<p>PP students reading ability has improved by the time they are in year 10</p> <p>PP students are achieving English grades in line with the PP students nationally.</p>
To ensure that students have access to the wider curriculum	<p>Option choices in Y9 to allow disadvantaged learners to access all possible courses</p> <p>Ensure high attaining learners EBACC pathway</p>

	<p>All students have access to a broad and engaging enrichment provision</p> <p>Purpose build PP enrichment is well attended by the students</p>
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## 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: 109,622.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improved quality of teaching</b> 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 teachers following Rhosenshine's Principals of Teaching and Learning</p>	<p>Evidence suggests that quality first wave teaching is essential for student success. Ensuring that staff provide challenge for all – Use of questioning techniques, modelling and challenge for all.</p> <p>Rhosenshine's Principles of instruction reduces cognitive overload and increases meaningful engagement for all students</p> <p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending – key principle 3</b></p>	1, 2, 3, 4
<p><b>National Tutoring programme (NTP)</b> Highly tailored tuition support for pupils, to help those whose education has been most impacted by the pandemic.</p>	<p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</b></p>	1, 2, 3
<p><b>Recruitment and retention:</b> DT Student support unit Maths</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	1, 2, 3, 4, 5

English	<b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</b>	
<p><b>CPD:</b></p> <p><b>Coaching and mentoring</b></p> <p><b>NPQ opportunities</b></p> <p><b>Teaching and learning staff briefing – sharing of good practice</b></p>	<p>A supportive approach to improving teaching and learning. Making staff feel valued.</p> <p>Providing staff with opportunities and investing in their career.</p> <p>Giving staff the opportunity to feel proud about their teaching and sharing the exemplar practice with others.</p> <p>Equipping staff with new ideas, strategies that could develop them as a teacher.</p> <p>Every teacher is supported to keep improving, is the key ingredient of a successful school.</p> <p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</b></p>	1, 2, 3, 4
<p><b>Protected time for NQT and ECT+1 staff</b></p> <p>Research suggests that this time is needed to allow these young staff the time to develop their teaching skills – marking, planning, and consistency in their approach.</p> <p>Professional development, training, and support for early career teachers</p>	<b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</b>	1, 2, 3, 4
<p><b>National college membership</b></p> <p>Hundreds of expert led webinars and courses, available on demand</p>	Equipping staff with new ideas, strategies that could develop them as a teacher.	1, 2, 3, 4

and constantly updated to reflect changes in education; full access to our online hub where you can plan, direct, monitor and report CPD activity.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54,811.085

Activity:	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Intervention:</b> Targeted afterschool intervention for KS4 students. Homework clubs for KS3 with a PP focus.</p> <p>KS3/4 literacy data has been tracked and they are placed into literacy groups with a focus on reading.</p>	<p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</b></p>	1, 2, 3, 4, 5
<p><b>Revision guides:</b> All PP students to receive a pack of revision guides for CORE subjects.</p>	<p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</b></p>	1, 2, 3, 4, 5
<p><b>CAT 4 testing:</b> Implement CAT4 testing to gauge abilities of new Y7 students</p>	<p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</b></p>	1, 2, 3, 4, 5
<p><b>Reading buddy:</b> Chosen 6<sup>th</sup> formers with teaching aspirations to work with KS3 PP students twice a week in tutorial.</p>	<p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</b></p>	2, 3, 4
<p><b>Book Buzz Year 7 and 8:</b> All students are</p>	By improving students reading abilities they will in-turn improve academically.	2, 3, 4

provided a reading book and have access to a wealth of online reading material.		
<b>A broad and diverse enrichment programme</b> with some targeted specifically for PP: - Morning gardening club - Breakfast club - Lego club - Homework support Art club	<b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending – wider strategies</b>	1, 2, 3, 4
<b>PP passport:</b> Providing the opportunities for KS3 students to earn rewards which will then lead to an end of year trip once all rewards have been achieved.	<b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending – wider strategies</b>	1, 2, 3, 4, 5
<b>D of E:</b> The use of Pupil Premium for DofE activities has proven to be a popular and cost-effective way for schools to demonstrate their commitment to the personal and social development of its pupils.	<b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending – wider strategies</b>	2, 3, 4
<b>Paid instrumental lessons:</b>	<b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending – wider strategies</b>	2, 3, 4

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

Budgeted cost: £ £54, 811.085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve student support and SEN HUB to support the 'whole child'.	It is suggested that students who receive an excellent 'wraparound support programme are able to stop dwelling on the problems and limitations	1, 2, 3, 4, 5

	<p>and to start focusing on the educational opportunities available to them.</p> <p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending – wider strategies</b></p>	
Music for well-being	<p>Research suggests that music can stimulate the body’s natural feel-good chemicals (e.g., endorphins, oxytocin). It can help energise our mood and provide an outlet for us to take control of our feelings. Music can even help us work through problems in our lives.</p> <p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending – wider strategies</b></p>	2, 4
Gardening club – to improve attendance of PP, SEN, PA students	<p>Providing a safe and purposeful environment for the child.</p> <p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending – wider strategies</b></p>	2, 4
Alpaca farm Providing opportunities for a child to thrive in can sometimes support their behaviour and well-being.	<p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending – wider strategies</b></p>	2, 4
Recruitment of an attendance officer	<p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending – wider strategies</b></p>	1, 2, 3, 4, 5
<p>Support families with uniform, equipment, and trip expenses (cultural capital).</p> <p>It has been reported that COVID-19 has caused more families to be eligible for support. A school uniform can instil or support a sense of equality among students, as well as reducing social status comparisons many children find challenging.</p>	<p><b>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</b></p>	1, 2, 3, 4, 5

**Total budgeted cost: £ 219,244.34**

## 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.

#### Intended outcomes

A Close the gap between disadvantaged pupils progress and the progress of other pupils. P8 Gap (2020) -0.7 2021 -0.4 gap A8 Gap (2020) -1.2 2021 -0.5 gap

Improve engagement for disadvantaged pupils 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%

Improve Literacy levels of disadvantaged pupils 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

To ensure that students have access to the wider curriculum. Option choices in Y9 to allow disadvantaged learners to access all possible courses Ensure high attaining learners EBACC pathway

#### Pupils premium activity

**Quality of teaching and learning:** £75,000 approx

Marking and feedback to focus on disadvantaged pupils. Students work/assessments to be marked first

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.

Implement CAT4 testing to gauge abilities of new Y7 students

Analysis of progress of PP students via go4schools

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)

Ensure strategic use of PP funding by departments, with impact clearly measurable.

Maintain use of “showmyhomework”

Implementation of Microsoft Teams

**Targeted support:** £80,000 approx

Maths/English support/intervention

Purchase of revision materials for PP students

Attendance officer Head of year

Head of year

Personal tutorial LSA mentoring

Raising standards team

Behaviour support officers

**Other approaches:** £15,000 approx

Start careers programme

Extra-curricular activities

Purchase of uniform and equipment

## 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
Start careers programme	UEXPLORE
Go for schools	Go for schools
CAT 4 testing	

## 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?	Support with: External trips/ D of E Uniform Books and other learning resources – revision guides Intervention Start Careers Package Student support officers Instrumental lesson contribution
What was the impact of that spending on service pupil premium eligible pupils?	Students were able to access trips and enrichment with this support Students were able to track their careers journey using START Students were supported effectively by student support in all areas of the pastoral team Students had the opportunity to learn and instrument and in turn were able to sing up for the Concert Band residential

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*