

## Pupil premium strategy statement:

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	941
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	Sept 2024
Statement authorised by	Mr A Perry
Pupil premium lead	Mr T Whitfield
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,000
Recovery premium funding allocation this academic year	£68,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£328,000

# Part A: Pupil premium strategy plan

## Statement of intent

These are the aims of our pupil premium strategy plan:

- Close the literacy gap
- Close the gap in mathematics
- To ensure that all students experience high quality teaching.
- Improve engagement for disadvantaged pupils in the wider strategies
- To provide targeted academic support that accelerates progress

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 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:**

At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform in preparing students with the foundations for examination success.

Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence-based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:

'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'

As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.

### **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 three key aspects as outlined by the Education Endowment Foundation's [Pupil Premium Menu](#):

- 1) High Quality Teaching
- 2) Targeted academic support
- 3) Wider strategies

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students have lower attainment at KS2
2	Disadvantaged students have a significantly large gap compared to non-disadvantaged students nationally at GCSE in English and Maths.
3	Literacy levels of disadvantaged students are significantly lower.
4	Disadvantaged students have between 4-6% lower attendance than non-disadvantaged students.  Disadvantaged pupils have increased rates of persistently absence compared to peers (10-15%).
5	Communication and engagement of parents is more challenging.

## 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
1) Attainment and Progress	To ensure attainment 8 and progress 8 of disadvantaged students is in line with that of non-disadvantaged students with a particular focus on English and Maths.
2) High Quality Teaching	Outcomes are improving in reference to attainment 8 and progress 8.  To ensure all students have access to a challenging curriculum with clearly defined

	<p>end goals and that students understand their learning journey.</p> <p>Quality assurance evidence demonstrates effective teaching across the curriculum.</p> <p>Lesson drop-ins/ observations and coaching shows an improvement.</p>
3) Literacy	<p>To improve reading age of disadvantaged students so that it is line with non-disadvantaged students.</p> <p>To improve attainment and progress 8 in English and across the board.</p>
4) Attendance	<p>To ensure attendance and PA of disadvantaged students are in line with non-disadvantaged students.</p>
5) Parental Engagement	<p>To ensure engagement of disadvantaged students' parents at evenings and events is in line with non-disadvantaged students.</p>

## 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: £164,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Developing high quality teaching</b> 2022-2023</p> <p>Embed the academy learning cycle and T&amp;L principles through effective CPD and instructional coaching</p>	<p>Evidence suggests that quality first teaching is essential for student success. Ensuring that staff provide challenge for all – Use of questioning techniques, modelling, and challenge for all.</p> <p>These aspects of high-quality teaching are outlined by Rosenshine's <a href="#">Principles of instruction</a> and the Evidence Based Education's <a href="#">Great Teaching Toolkit</a>. This is also mentioned as the main strategy is the EEF's <a href="#">Pupil Premium Menu</a></p> <p><a href="#">Metacognitive approaches</a></p> <p>EEF – Improving Literacy in Secondary Schools</p>	1, 2, 3, 4

<p><b>Responsive teaching</b></p> <p>Further promote responsive teaching underpinned by the academy learning cycle</p>	<p>Teach Like a Champion - <i>Active Observation</i> and <i>Hunting not Fishing</i> techniques</p> <p>EEF Effective Feedback guidance – individual and whole class verbal feedback throughout lessons</p> <p>Visualisers; live marking/ verbal feedback <a href="#">Teacher Feedback</a></p> <p>White boards; All student response systems as part EEF's <a href="#">Teacher Feedback</a></p>	<p>1, 2, 3, 4</p>
<p><b>Developing high quality assessment</b></p> <p>No opt using targeted questioning techniques, whole class learning checks and 'hunting not fishing' approach</p> <p>Two key assessment points. The use of Question level analysis of each assessment allows students and staff to identify gaps and reteach accordingly to ensure that any gaps in knowledge are addressed.</p>	<p>This is outlined as part of the high-quality teaching in the EEF's <a href="#">Pupil Premium Menu</a></p> <p>Quality assessment also forms part of the fourth dimension of the Evidence Based Education's <a href="#">Great Teaching Toolkit</a>.</p> <p>William, D. (2010). An integrative summary of the research literature and implications for a new theory of formative assessment</p>	<p>1, 2, 3, 4, 5</p>
<p><b>Developing high quality curriculum</b></p> <p>Ensuring that the curriculum is compliant with NC requirements, is challenging, well sequenced and accessible to all students</p> <p>The curriculum follows a mastery approach that is underpinned by Threshold concepts, high quality resources and a robust assessment for learning process</p> <p>Co-planning meetings</p>	<p>Curriculum forms part of the first dimension (Understanding the content) of the Evidence Based Education's <a href="#">Great Teaching Toolkit</a>.</p>	<p>1, 2, 3, 4, 5</p>

<b>Professional development: reading comprehension</b> To embed Disciplinary Literacy through effective CPD	EEF Teaching and Learning toolkit <a href="#">Reading Comprehension Strategies</a> EEF Improving Literacy in Secondary Schools EEF – Effective Professional Development guidance reports	2, 3, 4, 5
<b>Coaching Model</b> Instructional coaching to provide individual professional development- tiered approach with all staff starting on Tier 1, graduating to Tiers 2/3/4 where appropriate	A strategy part of developing high quality teaching as outlined in the EEF's <a href="#">Pupil Premium Menu</a>	1, 2, 3, 4
<b>Recruitment and retention:</b> Recruit high quality experienced staff into leadership roles, overstaff core curriculum areas and add Lead Practitioners into curriculum areas that need to make rapid progress.	This is part of developing high quality teach in the EEF's <a href="#">Pupil Premium Menu</a>	1, 2, 3, 4
<b>CPD:</b> Coaching and mentoring Teaching and learning staff briefing – sharing of good practice Co-planning meetings	The mechanisms of PD by the EEF <a href="#">Effective Professional Development</a>	1, 2, 3, 4
<b>RADY Beacon School</b> RADY Uplift Golden Thread Equitable Teaching		1,2,3,4

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

Budgeted cost: £82,000

Activity:	Evidence that supports this approach	Challenge number(s) addressed
Intervention:	<a href="#">Afterschool intervention</a> - Extending the school day	1, 2, 3

Targeted afterschool intervention for Yr. 11 students. Homework clubs for KS3 with a PP focus.	<a href="#">Small group tuition</a>  EEF's Evidence Insights <a href="#">Selecting Interventions</a>	
<b>Revision guides:</b> All PP students to receive a pack of revision guides for CORE subjects.	EEF's Guidance on <a href="#">homework</a>	1, 2, 3, 4, 5
<b>Literacy Intervention:</b> KS3/4 literacy data has been tracked and they are placed into literacy groups with a focus on reading. <b>Register and Read</b> Twice weekly whole class reading for pleasure programme  <b>Accelerated Reader</b> Ensuring our students read more, AR online programme gives students a quiz once a book is finished	<a href="#">Literacy Intervention</a>  <a href="#">Peer Tutoring</a>  Register and read based on Sussex University research study 'Just Reading'  <a href="#">Reading Comprehension EEF</a>	2, 3, 4
<b>KS3 homework clubs:</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.	<a href="#">Small group tuition/</a> <a href="#">Homework club/</a> <a href="#">Mentoring</a>	3, 4, 5
<b>Numeracy/ Literacy Intervention:</b> <b>National Tutoring Programme</b> <b>Lexonics LEAP</b> Phonics intervention for students who find literacy particularly challenging <b>Lexonics Advanced</b> Short 6 week intervention with average reading age gains of 27 months	EEF's <a href="#">guidance reports maths</a>  EEF's <a href="#">Literacy Intervention</a>	1, 2

<b>Freckle Maths</b>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance</b> Recognition and intervention programme including spotlight on attendance. First day absence calls. Letters home to update on attendance. High priority in all Line management meetings. New HOY and pastoral structure in place to enable this system to work. Ongoing deployment of an additional Attendance officer.	<a href="#">Working with parents to support students learning</a> Embedding principles of good practice set out in DfE's Improving School attendance advice. Parents on average receive an average of four letters over the course of the year. Evidence suggests that further reminders wouldn't be beneficial. Research into intrinsic and extrinsic motivation reflects that "promotion-focussed individuals not only experience higher interest in a boring task but also make the task more interesting." (Smith et al., 2009)	4
<b>Behaviour</b> Launch of our behaviour curriculum to ensure every student fully understand our expectations and how and why we do things at QEMS. Revised student support structure in place to ensure our behaviour systems work.	Guidance report <a href="#">Improving behaviour in schools</a> Bennett (2020) states the importance of ensuring students understand how they are expected to behave. In some cases, students may need teaching about what is acceptable within a classroom environment. Until this is achieved the student is not ready to learn.	1, 2, 3, 4
<b>Enrichment Programme</b> Allocated time given to staff to run extra-curricular programme	Students have a wide-reaching menu of extra-curricular in which students can be provided with equipment that is needed to encourage participation and attendance. Attendance is monitored. Evidence or extra-curricular participation <a href="#">Arts Participation</a> , <a href="#">Physical activity</a> , <a href="#">Homework</a>	4, 5
<b>D of E:</b> The use of Pupil Premium for DofE	Extra-curricular activities form part of the wider strategies section on the EEF's <a href="#">Pupil Premium Menu</a>	5



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.		
Employment of an attendance officer	Embedding principles of good practice set out in DfE's Improving School attendance advice. Our published 2018/19 pupil data for overall absence (5.0%) and persistent absence (14.5%) is lower than national average and suggests that this intervention works	4
Support families with uniform, equipment, and trip expenses (cultural capital).	<a href="#">Working with Parents</a>	5
Admin staff responsible for PP student admin	This supports the effectiveness of the above approach to working with parents efficiently	5
Meals for PP students	<a href="#">Magic Breakfast Programme</a>	4, 5

**Total budgeted cost: £ 328,000**

## Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

INTENDED OUTCOMES	Impact Data			
<b>Attainment and Progress-</b> To ensure attainment 8 and progress 8 of disadvantaged students is in line with that of non-disadvantaged students with a particular focus on English and Maths.	English and Maths			
			PP	All
	2022	4+	40%	52%
		5+	16%	27%
	2023	4+	45%	60%
		5+	21%	33%
<b>High Quality Teaching-</b> Outcomes are improving in reference to attainment 8 and progress 8. To ensure all students have access to a challenging curriculum with clearly defined end goals and that students understand their learning journey.	P8			
			PP	All
	2022		-1.15	-0.46
	2023		-0.3	-0.04
	A8			
			PP	All
	2022		36.6	43.7
	2023		40.0	46.0
<b>Literacy-</b> To improve reading age of disadvantaged students so that it is line with non-disadvantaged students. To improve attainment and progress 8 in English.	English P8/ A8			
			PP	All
	2022			-0.72/ 8.9
	2023		-0.83/ 7.93	-0.48/9.01
	Reading Ages			
			PP	All
	2022		10.8	11.4
	2023		11.2	11.6
<b>Attendance-</b> To ensure attendance and PA of disadvantaged students are in line with non-disadvantaged students.	Attendance			
			PP	All
	2022		86%	90%
	2023		87%	92%
	PA			
			PP	All
	2022		45%	28%
	2023		25%	19%
<b>Parental Engagement-</b> To ensure engagement of disadvantaged students' parents at evenings and events is in line with non-disadvantaged students.	Increase of 10% on average across all year groups Parents evening attendance			

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*