



# Lansdowne: a de Ferrers Trust Academy





## Lansdowne: a de Ferrers Trust Academy



### Pupil premium strategy statement

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
School name	Lansdowne: a de Ferrers Trust Academy
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Phillips, Executive Principal
Pupil premium lead	Jane Casey, Vice Principal
Governor / Trustee lead	Anne Andrews, Chair of LGB



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### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,553
Recovery premium funding allocation this academic year	£5,945
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	£66,498



## Part A: Pupil premium strategy plan

### Statement of intent

The Governing Body seek assurance that the Pupil Premium spend Our learning culture and nurturing environment ensures that we set the highest expectations for all and continually strive to ensure that children succeed and enjoy school.

When deciding how to spend the pupil premium allowance, it is important that we look at the potential barriers to learning which may be faced by children in receipt of pupil premium in the context of our school. The reasons for potential underachievement are many and varied and include reduced support at home; social and emotional difficulties due to complex family situations, specific learning difficulties or attendance and punctuality issues.

At Lansdowne, we aim to build expertise, which will enable us to provide high quality teaching, learning and support, which will help children to overcome barriers to learning and reach their targets at the end of each academic year.

Our key objective in using the pupil premium allowance is to narrow the attainment gap between those entitled to pupil premium and those not. Our children in receipt of pupil premium do not always attain as well as those who are not entitled to the pupil premium nationally. We aim to reduce this difference for our children.

Our strategy is also fundamental to the whole School Development Plan for education recovery following the loss of learning accumulated during the Covid-19 pandemic notably in its targeted support through the National Tutoring Programme and Covid catch up funding for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will ensure that:

- A high profile is given to Pupil Premium Pupils.
- All staff are accountable for the attainment and progress of children in receipt of the pupil premium allowance.
- is allocated and used appropriately.

The progress and attainment of all pupils at Lansdowne is rigorously analysed each term and tracking of all pupils is always available on SIMS assessment tracker.



## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessment and observations indicate poor oral language skills and vocabulary gaps among many pupils. These are evident from Nursery, Reception and continue through KS1.
2	Assessments and observations, indicate disadvantaged pupils have poor acquisition of phonic skills. This reduces their ability to make progress in their reading and writing skills.
3	Assessments and observations evidence that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils as very few engaged in home learning lessons. This has resulted in significant gaps in learning.
4	High percentage of safeguarding concerns results in the need for high levels of social and emotional support.
5	Attendance and punctuality rates are below the school target of 96%
6	Parental engagement in supporting their children in home learning work and in school activities is poor. Only 30% of parents listen to their child read at least five times a week
7	Our disadvantaged pupils do not have the same wider experiences as others and this lack of enrichment impacts on their knowledge and skills in all curriculum areas

## 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
Pupils are prepared to compete on an equal footing as others, in education and their future life. Expose pupils to as much vocabulary as possible. Pupils can talk about their learning using the appropriate vocabulary and with increased confidence.	Assessments, speech and language therapist reports, Neli, teacher assessments, Nfer baseline and observations, indicate significantly improved communication and oral language skills. Demonstrated in conversational language, reading comprehension and writing.



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<p>Pupil can use their phonic skills support their reading and writing</p>	<p>Assessment and monitoring evidence an increase in the percentage of pupils achieving age related expectation in reading and writing at the end of term pupil progress reviews.</p> <p>The percentage of pupils passing the phonic screening check in year one is in line with national figures and maintained year on year.</p>
<p>To improve the percentage of pupils achieving GLD by the end of their reception year, particularly our disadvantaged pupils. Increase the number of pupils achieving age related expectation at the end of KS1.</p>	<p>In school tracking data on SIMs and end of Key Stage assessments will show an increase in the number of children working at age related expectation year on year.</p>
<p>To ensure pupils have access to internal and external emotional support in order that they feel secure and happy to be able to make progress in their learning and friendships.</p>	<p>High levels of wellbeing / mental health demonstrated by Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations. A reduction in the number of wellbeing and mental health concerns raised by parents and staff. Evidenced by safeguarding meetings, behaviour, school concerns and mental health issues tracked on CPOMs. Observations of children's engagement in learning</p>
<p>That no pupil has loss of learning due to poor attendance. The percentage of persistent absence is reduced.</p>	<p>School attendance target of 96% met. Attendance of disadvantaged pupils is in line with attendance of their peers. Persistent absence reduced below and inline for disadvantaged pupils and their peers. Parents recognise and value school attendance.</p>
<p>Parental engagement with supporting their children's home learning and in school activities improves. The percentage of parents listening to their child read each week increases.</p>	<p>The percentage of pupil reading to an adult at home, at least five times a week, improves by 40% In school parent open sessions are attended by at least 60% of parents.</p>
<p>Improve the extra-curricular and cultural capital experiences for all pupils</p>	<p>Cultural capital experiences which include, visits and visitors are planned and embedded in our curriculum. A wide range of free or very low cost extra-curricular activities are available to all pupils.</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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nfer baseline assessment used with all EYFS pupils to identify communication and language baselines and to measure progress made.</p> <p>Staff training – CPD including NELi,</p> <p>NELi intervention adaption and implementation to groups of children.</p> <p>Staffing above the statutory required in EYFS to increase high level of communication modelling and extend learning in the continuous provision and small group work.</p> <p>CPD for teachers, subject leaders and TAs in 'Transforming teaching' programme.</p> <p>All staff CPD on implementing the ELS phonics programme. Advanced training for phonics lead to help support all staff through whole school training.</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon trials with Speech and language therapist and Neli.</p> <p>Consistently good provision, environment, assessments &amp; practice, provides communication experiences, language development, reading and writing progress. The review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months)</p> <p>The EEF toolkit states that phonics approaches have a moderate impact (+4 months) for a very low cost.</p>	<p>1, 2, 3</p>



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<p>Half termly data and progress monitoring and pupil progress meeting. Termly meetings with Primary director.</p> <p>Learning walks by SLT and subject leaders.</p> <p>CPD Programme – ‘Transforming teaching, to include session for TAs. Teacher and TA intervention groups implemented to address gaps in learning.</p> <p>External specialist teachers to teach P.E and music to enrich the curriculum and allow time for high quality intervention lessons by staff.</p> <p>Quality marking &amp; feedback monitored by SLT.</p> <p>Planned induction programme for ECT.</p>	<p>Data is analysed for groups and individuals. As a result of the discussion bespoke interventions are planned to support pupils and help them to ‘keep up and catch up.’ Accountability meetings are then held between SLT and the Primary Director.</p> <p>EEF Toolkit and evidence of best practice –</p> <p>Small Group Work (Average impact +4 months)</p> <p>TA intervention, moderate impact (Average +months)</p> <p>Feedback (high impact for very low cost +8 months)</p>	<p>1, 3</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher led small group interventions- Reading Writing Maths</p> <p>SENCo (non-class based) to target assessment and</p>	<p>EEF toolkit- Small Group Work (Average impact +4 months) Feedback (high impact for very low cost +8 months)</p> <p>The Achievement for All, model of parental engagement is used to ensure that all stakeholders are involved in reviewing progress and setting high, achievable targets</p>	<p>1,2,3</p>





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<p>support for those eligible for PP who are identified as having SEN.</p>	<p>for pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum focus on in terms of emotional coaching, resilience and mental health of pupils.</p> <p>Pupil support manager/ DSL team, targeted support available as and when needed includes, lego therapy, draw and talk, HOPE.</p> <p>Additional support provided for PP pupils from positive play, HOPE and the pastoral team</p> <p>Ensure that office administrator continues to record and encourage parents to bring their children in to school.</p> <p>Principals to follow DFE and Staffs CC guidance regarding term time leave.</p> <p>Mrs Edwards to liaise with VP.</p> <p>VP to offer parental meetings to support attendance.</p>	<p>Social and emotional learning (+ 4 months)            Metacognition and Self-regulation strategies (+ 7 months)</p> <p>A mental health and well-being specialist is available to support children in this area. This is particularly important due to the incredible impact of COVID on the children especially for those who are disadvantaged and vulnerable.</p> <p>Weekly meeting to monitor attendance figures.</p> <p>Parental phone calls and meetings scheduled to support parents in understanding the importance of children attending school.</p> <p>Joint meeting with pupil support manager if needed, referrals to outside agencies to be offered.</p>	<p>4,5</p>



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<p>Experiences and visitors planned for all pupils across the year</p> <p>Provide a range of extra-curricular activities, most of which are cost free, to allow children to participate in experiences that are not provided at home.</p> <p>Provide experiences that enhance and relate to the curriculum.</p>	<p>EEF toolkit-</p> <p>Social and Emotional Development (Average impact +4 months)</p> <p>Arts participation (+2 months)</p>	
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**Total budgeted cost: £66,500**



## 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 2019 to 2021 academic year.

#### 2019 PP/Non-PP comparison

2019 standards	REC	REC	Y2	Y2	Commentary
	School % EXS PP	School % EXS Non-PP	School % EXS PP	School % EXS Non-PP	
<b>GLD</b>	69%	53%	58%	54%	Although, there is a small percentage of non-pp attaining ARE in year 2, a 25% mobility of children in this cohort accounted for the decrease in attainment from the end of reception.  In writing and maths more PP children attain GD  W – 8% pp / 6% non-pp M - 25% PP / 17% non-pp
<b>Reading</b>	69%	57%	67%	69%	
<b>Writing</b>	69%	55%	67%	69%	
<b>Maths</b>	77%	64%	83%	71%	

2020 standards	REC	REC	Y2	Y2	Commentary
	School % EXS PP	School % EXS Non-PP	School % EXS PP	School % EXS Non-PP	
<b>GLD</b>	50%	40%			No children achieved GD in July 2020
<b>Reading</b>	57%	43%	55%	60%	
<b>Writing</b>	66%	43%	36%	55%	



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Maths	57%	40%	45%	60%	<b>Commentary</b>
<b>2021 standards</b>	<b>REC</b> School % EXS  PP	<b>REC</b> School % EXS  Non-PP	<b>Y2</b> School % EXS  PP	<b>Y2</b> School % EXS  Non-PP	
<b>GLD</b>	20%	32%			
<b>Reading</b>	20%	29%	58%	59%	
<b>Writing</b>	20%	35%	50%	66%	
<b>Maths</b>	20%	35%	42%	68%	

Attendance during the academic years of 2020 and 2021 has been significantly impacted by the COVID19 pandemic. Self-isolation and bubble closures brought disruption to learning as did device poverty to our most disadvantaged during national lockdowns. At best, home learning was accessed by between 10% and 45% of all our pupils, our data showed us that despite providing paper materials, devices and data packages, when available, the uptake of home learning or the capacity of our families to deliver new learning was limited. For writing it was difficult to support and motivate learning that would move the children on. We used the National Oak Academy for structured lesson examples and then the staff via dojo and daily zooms complimented this in explaining the learning. Despite this, it could not replicate the scaffolding and modelling our most disadvantaged children need, within a safe, supportive and nurturing classroom environment.

Historically, our data shows that our PP children enter reception year well below the national average and below their non-PP peers. However, by the end of the year our PP children generally make accelerated progress, with a higher percentage of PP children attaining age related expectations than the non-PP children. This trend usually continues through to the end of year two. Although, the 2019 results, did not show this due to a 25% mobility of children in this year, with children joining the school having no or very little knowledge of the English language. Of children having accessed all years at Lansdowne, a higher percentage of the PP children compared to non-PP children, achieved greater depth in writing and maths. The implementation of the strategy has



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always been well targeted and provided much needed support to overcome the learning barriers presented. However, the impact of both lockdowns has meant that the gaps in learning have widened across reading, writing and maths. Therefore, our new strategy has been planned carefully to identify and target these learning gaps and the children's complex learning behaviours and environmental needs.

## 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
Nfer Assessments	The National Foundation for Educational Research
Phonics Play	Phonics play LTD
Powermaths	Pearson Publishing
Essential letters and sounds	Oxford University Press

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