

Lansdowne Primary Academy

Pupil premium strategy statement



GLC Lansdowne Primary Academy
All Different: All Equal: Together, Improving Upon Our Best

This statement details our Academy's use of pupil premium [and recovery premium for the 2022 to 2023 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 Primary Academy
Number of pupils in school	654
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plan) Currently in 2nd year	2022/2023 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dan George Head of School
Pupil premium lead	Dan Burnett, Deputy Head of School
Governor / Trustee lead	Jamie Jardine, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£412,730
Recovery premium funding allocation this academic year	£45,393
National Tutoring Programme	£46,728
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£504,851
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Part A: Pupil premium strategy plan

Statement of intent

Lansdowne Primary Academy is situated in Tilbury [Borough of Thurrock], an area of considerable socio-economic deprivation [School Deprivation Index = 0.38].

Regardless of our context, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain in line with their peers, leaving our Academy 'Secondary school ready'. The potential barriers to learning for these pupils is the driving force behind the implementation of our Pupil Premium strategy.

The success and foundations of our academy is built on consistent policy [informed by evidenced based research from the Education Endowment Foundation and partnership working] implementation, clear and robust systems, a culture of high expectations and professional pride and accountability to ensure teaching is at-least consistently good.

Our overall strategy is categorised into strands that are linked to research as stated above and have strong links to our overall School Development Plan intentions. Our Academy intentions are:

Intention 1: Teaching: Have high quality teaching that deliberately develops the 'GLC's' [competencies of curiosity, creativity, communication and critical thinking] in every lesson, every day;

Intention 2: Curriculum: A curriculum that develops young people as active and thriving citizens within a diverse, truly fair and equal community. A wide range of opportunities that develop young people's interests, well-being, creativity and social skills;

Intention 3: Additional and Different [Leadership/Teaching/Pupil Outcomes]:
Implement an additional and different strategy for all student groups, including: More Able, SEND, Disadvantaged, EAL and CWASW;

Intention 4: Language and Communication: Talk confidently to a range of audiences in different contexts, using classical and modern foreign languages with clarity, using age-related vocabulary;

Intention 5: Early Years: Have an excellent start to their journey through the GLC across all aspects of learning and development through a unified approach to Early Years provision;

Intention 6: Reputation and Communication: To secure the reputation of the GLC as: A Trust that delivers its stated mission, operates under an agreed set of values, improves upon its best and 'makes the weather';

Intention 7: Personal Development: Develop productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;

Intention 8: Maths: Be able to use vocabulary and resources to demonstrate understanding and communicating through reasoning, logical thinking, and problem-solving in maths;

Intention 9: English: Be able to confidently communicate my thoughts and feelings through writing. Read fluently [at or above the age-related expectation]; be interested in [or love] reading and understand its importance as a gateway to learning.

Our three strands that have strong links to the intentions above are:

- **Strand 1:** Have access to good quality teaching in every lesson, every day [Quality first teaching]
- **Strand 2:** Education Recovery, ensuring pupils whose education has been worse affected throughout the pandemic and/or prior poor attainment, receive additional and different support, including non-disadvantaged pupils. This includes improving the attendance of our disadvantaged pupils.
- **Strand 3:** Supplying our pupils with the tools to develop their life chances and develop the whole child. It is important to address social and interpersonal barriers, address low aspirations and give children the chance to experience life changing opportunities, broaden horizons and expand their skills.

In order to make each strand a success, support will be given to the various challenges faced by our vulnerable pupils, such as those who are on a CP, CIN or receiving Early Help by social care. Each area within this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, ensuring that these pupils achieve in line with their peers, despite the situation they are in.

Our strategy is also pivotal to wider school plans for education recovery, particularly in its targeted support through the National Tutoring Programme for targeted pupils whose education has been worst affected, which also includes non-disadvantaged pupils.

Supplemented by our robust data/tracking systems, we are responding to the individual needs of our disadvantaged pupils, rather than assuming what the needs will be. Our strategy strands complement each other and are most effective by staff driving our strategy, working together and consistently ensuring that:

- Disadvantaged pupils have high quality teaching across all areas of the curriculum
- Targeted academic support that links classroom teaching to structured academic tutoring, that has a positive impact on pupil progress
- Whole child challenges that negatively impact upon pupils' academic progress and attainment are tackled quickly and support the pupil to succeed.



Challenges

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

Challenge number	Detail of challenge
1	Our data and observations with pupils show pupils' fluency with reading needs to improve in order to be at or above age-related expectation. There is an importance to develop an interest in reading, regularly read at home and understand its importance as a gateway to learning from Reception through to KS2.
2	Pupil discussions and work with our families suggest that there are low aspirations to succeed within education. In turn, this creates a culture through generations of underperformance and a general lack of urgency to see life outside of Tilbury and realise that there are opportunities outside of the local area. Our challenge is to change these views, broaden horizons and create confident pupils who drive their own learning and ambitions.
3	Our observations, student feedback and analysis of formative assessment cycles indicate that disadvantaged students do not spend sufficient time working on revision activities or home learning.
4	Through our assessments and observations, it is apparent that the education of many of our disadvantaged pupils have been impacted by the school closures and partial school closures of 2020-2021 to a greater extent than for other pupils. Huge strides have been made through a targeted approach in order for pupils to 'catch up'. However, there are still significant knowledge gaps in basic skills such as times tables, the reading and spelling of Common Exception Words etc, which has led to pupils falling further behind age-related expectations.
5	It is evident through our tracking of vulnerable pupils, observations and discussions with pupils and families that there are identified social and emotional issues for many pupils, with many affecting their mental well-being. This is largely due to the considerable socio-economic deprivation and families with previous generations requiring support. Teacher referrals for support had clearly increased during the pandemic [2020-2021]. 55 pupils [38 of whom are disadvantaged] have required additional support with social and emotional needs in some way, with 18 [14 of whom are disadvantaged] receiving additional support involving outside agencies.

6	<p>To address our attendance data. Our Academy has a number of large families, therefore a regular challenge is ensuring attendance does not affect the whole family which could have a negative impact on attendance. Our attendance data below for last academic year 2021-2022 shows a 2.8% gap between disadvantaged pupils and non-disadvantaged pupils [an improvement of 0.5% previous year]. Our assessments indicate that this absence for key pupils is having a negative impact on their progress:</p> <table border="1" data-bbox="347 465 1396 669"> <thead> <tr> <th></th> <th>Reception</th> <th>Yr 1 to 6</th> <th>DYP</th> <th>Non DYP</th> <th>DYP Gap</th> <th>Boys</th> <th>Girls</th> <th>SEN</th> <th>EAL</th> <th>PA</th> </tr> </thead> <tbody> <tr> <td>2021-22</td> <td>92.8</td> <td>93.5</td> <td>92.3</td> <td>95.1</td> <td>2.8</td> <td>93.2</td> <td>93.7</td> <td>93.9</td> <td>94.4</td> <td>18.4</td> </tr> </tbody> </table>		Reception	Yr 1 to 6	DYP	Non DYP	DYP Gap	Boys	Girls	SEN	EAL	PA	2021-22	92.8	93.5	92.3	95.1	2.8	93.2	93.7	93.9	94.4	18.4
	Reception	Yr 1 to 6	DYP	Non DYP	DYP Gap	Boys	Girls	SEN	EAL	PA													
2021-22	92.8	93.5	92.3	95.1	2.8	93.2	93.7	93.9	94.4	18.4													
7	<p>National data indicates that the estimated lost learning in 2020-2021 for DYP in maths is 7 months in comparison to their peers.</p> <p>At Lansdowne it is our intention and challenge to close this gap ensuring that all DYP pupils secure age-related understanding of key mathematical concepts, can solve problems and apply these in real life contexts.</p>																						

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
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p> <p>Maths:</p> <p>At Lansdowne, we use the teaching for mastery approach that includes; a belief that all pupils are capable of understanding and achieving in</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, student and parent surveys and teacher observations. • Tracking data shows a decrease in the number of pupils who need support from external agencies

mathematics given sufficient time.	
Improved reading attainment and a love for reading, in conjunction with improved fluency among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils are moving towards the national average of expected standard and more in line with their peers.
Improved times table knowledge and gaps in basic skills such as reading and spelling of Common Exception words are in line with other pupils.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils are moving towards the national average of expected standard and more in line with their peers. Outcomes also show times table data are in line with each other.
Pupils develop high aspirations and confident, ambitious young learners.	Barriers to learning are overcome enabling disadvantaged pupils to make accelerated progress from their starting points. In-year aspirational targets are achieved each year. Evidence from: <ul style="list-style-type: none"> ● Pupil voice/surveys, parent surveys and teacher observations ● A significant increase in participation in enrichment activities with 80% of pupils attending at least one club, particularly amongst disadvantaged pupils ● Have access to a curriculum that develops young people as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Secure and sustain high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● the overall absence rate for all pupils to be in line or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to under 1%. ● the percentage of all pupils who are persistently absent being at or below national average and the figure among disadvantaged pupils being in line with their peers.

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.

Strand 1: Have access to good quality teaching in every lesson, every day [Quality first teaching] including CPD, resources and staffing.

Budgeted cost: £142,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training & development for teachers and learning support assistants leading the Read Write Inc phonics programme</p> <p>Resources and development for parents to best support their child with phonic knowledge [The sounds that letters make].</p> <p>Use of RWI spelling programme to ensure the spelling of CEW increases throughout the year.</p>	<p>A whole-school approach to CPD using phonics to improve attainment at KS1 reading,</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>
<p>Targeted ALPS and interventions [After School Learning Provisions] in each year group, targeting children for basic skills within reading and maths.</p>	<p>Strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>
<p>Targeted UDP [Underachieving Disadvantaged Pupils] are closely monitored and given additional support through Learning Passports or by a Key Worker. Strategies in class such as:</p> <p>Targeted questioning, maintaining high expectations and possibility thinking,</p>	<p>In school evidence suggests that those children targeted in lessons improve their attainment and outcomes. Quality verbal feedback is vital:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>explicit and verbal/written feedback</p> <p>The implementation of pupil learning passports, including: Printing cost, parent & pupil introductory & review sessions and rewards for completion.</p>		
<p>Support UDPs in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons [supported by Teacher Walk-thrus]. This will be developed through CPD sessions.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>Early Intervention in Nursery for pupils who we do not receive 30 funding hours. We will provide funding for our most vulnerable pupils, ensuring they start their journey earlier at Lansdowne.</p>	<p>By starting in Nursery, then continuing their provision in Reception, this will provide a high baseline on entry and set firm foundations for their education.</p>	1,2

Strand 2: Education Recovery [£45,393] , along with the National Tutoring Programme [£46,728]

Budgeted cost: **£92,121**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS1 continuous provision is key to our pupils' development as they transition from Early Years to KS1. It encourages children to be active learners.</p>	<p>Evidence shows that continuous provision in KS1 can support improved literacy and language: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Research from Early Excellence: https://earlyexcellence.com/latest-news/press-articles/maximising-learning-in-key-stage-one/</p>	1, 2, 3, 4

<p>Table sticks: In line with EEF guidance for improving the teaching of maths, Tables Stick provides a strategy-based approach for the teaching of times tables, supported by Tables Stick practical resources to deepen understanding and scaffold learning so the facts make sense for all children.</p>	<p>Evidence related to improving the teaching and learning of Maths:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	<p>2, 3, 4</p>
<p>YES futures is a personal development programme that equips selected disadvantaged Year 5 and 6 pupils with the essential skills needed to succeed inside and outside the classroom, preparing them for a successful transition to secondary school, through immersive extra-curricular trips .</p>	<p>The evidence below shows that enrichment approaches can directly improve pupils' attainment:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	
<p>A programme of Saturday tuition in KS2 from a local tuition center, in order to close gaps with basics maths skills, such as: Place value, addition, subtraction, multiplication and division.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4</p>
<p>KS2 Holiday school, with a combination of maths and reading interventions as well as a focus on physical wellbeing.</p>	<p>There is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small group or one to one academic approaches:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Additional speed sounds sessions in the holidays, led by experienced LSAs using the RWI phonics programme.</p>	<p>Evidence through robust assessment proves that pupils with additional sessions make accelerated progress:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Herts for learning training for LSAs, in order for staff to lead interventions that develops pupils' comprehension and sentence structure.</p>	<p>Evidence shows that secure reading, fluency and writing skills are an essential part of daily life and that success in this area of learning significantly impacts upon a child's future opportunities:</p> <p>https://www.hertsforlearning.co.uk/news/effective-classroom-practice-reading-fluency-hfl-and-eef</p>	<p>1,2, 4</p>
<p>Whole school reading project to develop the love of reading and ensure children are reading at age related expectations.</p>	<p>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	<p>1, 3</p>
<p>ICT equipment and storage equipment to enable the effective implementation of the digital strategy, enabling all children [particularly those who are disadvantaged] to access work at home and support blended learning.</p>	<p>ICT can be the bridge between accelerated learning and continuous provision if used effectively:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1, 3, 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition from Third Space, mentoring from ex-pupils [peer to peer] and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4</p>

<p>tutoring will be disadvantaged.</p> <p>FFT lightning squad tutoring programme with year 5 for those children who need an additional extra to make age related expectations.</p>	<p>FFT tutoring: https://fft.org.uk/tutoring/</p>	
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Strand 3: Developing life chances and the whole child [including building aspirations, wider opportunities, well-being/mental health, improved attendance and addressing poor behaviour]

Budgeted cost: £270,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part funding of the Royal Opera House Trailblazer Project. Opportunities include: theatre visits, music opportunities, local visits and many more.</p> <p>Curriculum enrichment opportunities & school visits. This includes the following:</p> <ul style="list-style-type: none"> School Trips and Resources Educational Visits Residential for Year 6 KIT Theatre Artsmark 	<p>Pupils are provided with rich cultural experiences as detailed.</p> <p>Pupils benefit from the opportunities provided as part of their wider life experiences. Pupils raise their aspirations and continue areas of interest.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>2, 5, 6</p>
<p>Whole staff CPD on behaviour management [through establishing expectations and the use of teacher walk-thrus] and anti-bullying approaches with the aim of developing our core values, 'Learning competencies' and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and</p>	<p>2, 5</p>

	<p>emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>To implement rewards in order to improve attendance and punctuality across the academy in line with national figures.</p> <p>Work with parents to engage children to value their education, ensuring tracking of disadvantaged pupils are consistent. Ensure children with poor attendance are engaging with breakfast club. Implement an engaging breakfast Club. Education Welfare Assistant part salary. Funds for public transport to support families with travelling to school in certain circumstances.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	2, 6
<p>Subscription to the 'Brilliant Club' targeted towards more able disadvantaged pupils in years 5 and 6:</p> <ul style="list-style-type: none"> - University seminars - University visit - Assignment - Graduation event 	<p>Pupils are provided with new experiences and opportunities which contribute to their wider life experiences.</p> <p>Pupils are motivated & engaged in learning experiences</p> <p>Pupils' knowledge, skills & understanding increased as a result of opportunities & experiences.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1, 2, 3, 4, 5, 6
<p>Resources for enrichment clubs and after school provision.</p> <p>Pupils to have a full range of enrichment and sporting clubs that are well organised, raising their aspirations and continuation in areas of interest.</p>	<p>Enrichment opportunities are and after school clubs provide pupils with rich cultural experiences:</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential</p>	2, 5, 6

	<p>benefits have been reported such as improved attendance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>Forest school provision for KS2 and reception children, as well as targeted children for social and emotional support.</p> <p>Forest School family sessions to support targeted families with communication, life experiences and develop a love for learning at school.</p>	<p>Improving pupils' self-confidence and self-belief:</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	2, 5, 6
<p>Development of the Inclusion team in order to support identified children who require counselling. Staff to develop skills through the Mental Health and Wellbeing service and various CPD opportunities.</p>	<p>Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes:</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	5

Total budgeted cost: £473,059

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 2021 to 2022 academic year.

The table below outlines some of the impact from the previous academic year. We are clearly aware that the performance and attainment of our disadvantaged pupils is lower than others, but on an upwards trend.

We are also highly aware of the continuous impact on our pupils' wellbeing and mental health due to the pandemic and this is particularly prevalent amongst our disadvantaged pupils. We used pupil premium funding to provide support for targeted pupils, which is heavily weighted towards support for our disadvantaged cohort. We are continuing to build upon this approach in our current plan and fully aware of the challenges this presents.

<p>Strand 1: Have access to good quality teaching in every lesson, every day [Quality first teaching]</p>	<ul style="list-style-type: none"> Ofsted rating 'Good' in March 2022 https://files.ofsted.gov.uk/v1/file/50182635 <p>Pupils in receipt of pupil premium - Outcomes Vs Targets - Dan Burnett Key Stage 1: Outcomes/analysis/next steps:</p> <p>Reading:</p> <table border="1" data-bbox="448 1312 1477 1570"> <thead> <tr> <th colspan="3">Disadvantaged</th> <th colspan="3">Greater Depth</th> </tr> <tr> <th colspan="3">Expected +</th> <th colspan="3"></th> </tr> <tr> <th>Target</th> <th>Outcome</th> <th>National</th> <th>Target</th> <th>Outcome</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>51%</td> <td>50%</td> <td>62%</td> <td>16%</td> <td>14%</td> <td>28%</td> </tr> <tr> <td>Gap compared to others</td> <td>23% gap</td> <td>16% gap</td> <td></td> <td>9% gap</td> <td>14% gap</td> </tr> </tbody> </table> <p>Analysis: Dis pupils EXS 50%, 1 % below target. Dis GDS 14%, 2% below target. Next step: Continue with a focus on reading strategies, ensuring children have a love of reading. All parents who sign up to PP will receive 10 free reading books.</p>	Disadvantaged			Greater Depth			Expected +						Target	Outcome	National	Target	Outcome	National	51%	50%	62%	16%	14%	28%	Gap compared to others	23% gap	16% gap		9% gap	14% gap
Disadvantaged			Greater Depth																												
Expected +																															
Target	Outcome	National	Target	Outcome	National																										
51%	50%	62%	16%	14%	28%																										
Gap compared to others	23% gap	16% gap		9% gap	14% gap																										

Writing:

Disadvantaged					
Expected +			Greater Depth		
Target	Outcome	National	Target	Outcome	National
45%	50%	55%	8%	8%	8%
Gap compared to others	3% gap	19% gap		7% gap	10% gap

Analysis:

Dis pupils EXS 50%, 5% above target. Dis pupils GDS 8%, in line with target.

Others nationally performed better than our LPA others, which is the reason for our smaller gap.

Next steps: Continue to develop writing strategies, with a focus on basic skills. Encourage a love for writing.

Maths:

Disadvantaged					
Expected +			Greater Depth		
Target	Outcome	National	Target	Outcome	National
56%	46%	62%	5%	10%	12%
Gap compared to others	27% gap	17% gap		13% gap	12% gap

Analysis:

Dis pupils EXS 46%, 10% below target. Dis pupils GDS 10%, 5% above target.

Next steps: Ensure the disadvantaged pupils are carefully considered for interventions and provision.

Combined:

Disadvantaged			
Expected +		Greater Depth	
Target	Outcome	Target	Outcome
47	42	0	4

Analysis:

Dis pupils EXS 42%, 5% below target. Dis pupils GDS 4%, 4% above target.

Next steps: Continue to scrutinise data in core team and DDPP meetings to ensure strategic focus on combined result, enabling support for children in key subject areas.

Pupils in receipt of pupil premium - Outcomes Vs Targets - Dan Burnett
Key Stage 2: Outcomes/analysis/next steps:

Reading:

Disadvantaged					
Expected			Greater Depth		
Target	Outcome	National	Target	Outcome	National
54% [B]	61%	62%	12% [B]	12%	17%
Gap compared to others	8% gap	16% gap		6% gap	14% gap

Analysis:

Dis pupils EXS 61%, 7% above target. Dis GDS 12%, met target.

Next step: Continue with a focus on reading strategies, ensuring children have a love of reading. Continue to target correct children through DDPP and core team meetings.

Writing:

Disadvantaged					
Expected			Greater Depth		
Target	Outcome	National	Target	Outcome	National
54%	60%	68%	13%	7%	11%
Gap compared to others	10% gap	15% gap		+1%	13% gap

Analysis:

Dis pupils EXS 60%, 6% above target. Dis pupils GDS 7%, 6% below target.

Others nationally performed better than our LPA others, which is the reason for our smaller gap.

Next steps: Continue to develop writing strategies, high expectations, with a focus on basic skills. Encourage a love for writing.

Maths:

Disadvantaged					
Expected			Greater Depth		
Target	Outcome	National	Target	Outcome	National
54% [B]	47%	67%	10% [B]	11%	16%
Gap compared to others	25% gap	17% gap		+1%	15% gap

Analysis:

Dis pupils EXS 47%, 7% below target. Dis pupils GDS 11%, 1% above target.

Next steps: Continue to ensure the disadvantaged pupils are carefully considered for interventions and provision through DDPP and core team meetings. Look for patterns with key groups. Eg: PP girls.

Combined:

Disadvantaged					
Expected +			Greater Depth		
Target	Outcome	National	Target	Outcome	National
42%	35%	51%	4%	4%	5%
Gap compared to others	19% gap	20% gap		0% gap	8% gap

Analysis:

Dis pupils EXS 35%, 7% below target. Dis pupils GDS 4%, in line with target.

Next steps: Continue to scrutinise data in core team and DDPP meetings to ensure strategic focus on combined result, enabling support for children in key subject areas.

Strand 2: Education Recovery, ensuring pupils whose education has been worse affected throughout the pandemic and/or prior poor attainment, receive additional and different support, including non-disadvantaged pupils. This includes improving the attendance of our disadvantaged pupils.

- All children who have received 1:1 tuition in Y1 have made progress in RWI groups.
- 17% of children in Y1 who were below ARE in Aut 2, achieved the pass mark of 32 in Sum1.
- All children who have received 1:1 tuition in Y2 have improved PSC scores from Aut 2 to Sum 1.
- 64% of pupils in Y2 who received 1:1 tuition achieved the pass mark of 32 in Sum 1.
- All children who have received reading interventions have improved their fluency from Aut 1 to Sum 2
- Year 5 shows the largest increase of ARE by 65%
- Although the percentage of pupils attaining the boundary for EXS has reduced, all pupils who received interventions have improved their raw scores in test papers showing in year progress
- The percentage reduction is as a result of the increased boundary for EXS from Aut 1 to Sum 2 [eg: In year 5 the boundary has increased from 13 to 21]
- Over 50% of those receiving intervention, were 3 or less marks away from meeting the EXS summer 2 boundary
- The data shows a clear improvement in arithmetic paper average point score in every year group for those children who have received interventions
- Year 4 pupils receiving interventions show the largest improvement of APS, increasing by 14%
- Despite boundaries in every year group increasing from Aut 1 to Sum 2, the percentage of pupils who attained the boundary for EXS in every year group has improved, showing clear in year progress
- Year 6 has the largest percentage improvement of pupils attaining the boundary, increasing by 42%
- Many more pupils were within 5 marks of meeting the boundary in each year group

- Our attendance data below for last academic year 2021-2022 shows a 2.8% gap between disadvantaged pupils and non-disadvantaged pupils [an improvement of 0.5% previous year].
- Attendance tracking & reports for pupils in receipt of Pupil Premium funding, including subdivision groups had shown improvement for individuals.
- The EWO had a strategic plan for improving attendance and punctuality specifically for disadvantaged pupils.

	Reception	Yr 1 to 6	DYP	Non DYP	DYP Gap	Boys	Girls	SEN	EAL	PA
2021-22	92.8	93.5	92.3	95.1	2.8	93.2	93.7	93.9	94.4	18.4

Strand 3: Supplying our pupils with the tools to develop their life chances and develop the whole child. It is important to address social and interpersonal barriers, address low aspirations and give children the chance to experience life changing opportunities, broaden horizons and expand their skills.

- Barriers to learning for pupils receiving counselling were removed enabling them to access class provision and reducing the number of red room entrants over the course of the academic year

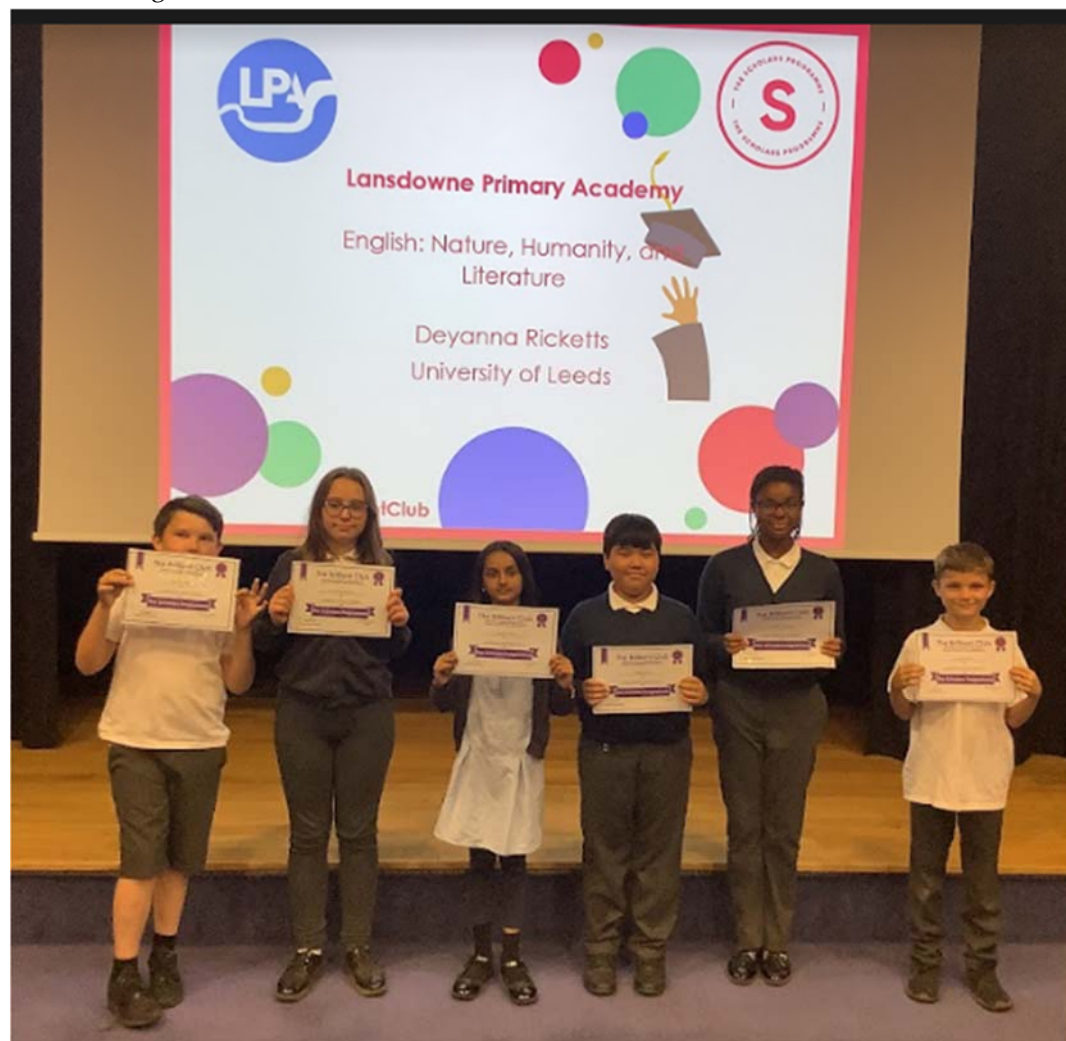
Fixed term exclusion data

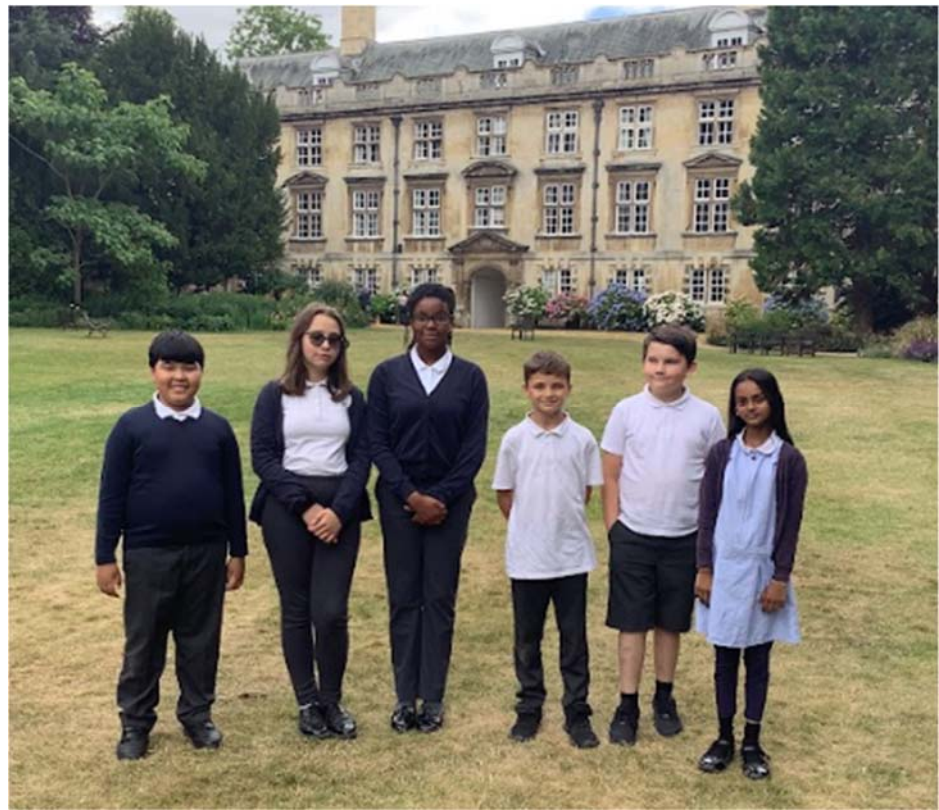
	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2020-2021</u>
Number of incidents	39	4	0	1	0
Number of days	115.5	11	0	1	0
Number of pupils	12	2	0	1	0

Impact: Continued drop in fixed term exclusions year on year. Only 1 last academic year. **No permanent exclusions for 3 years.**

- Pupils have achieved at-least a 2:2 when their assignment is assessed by the university as part of the Brilliant club.
- Pupils are provided with rich cultural experiences through visits
- Pupils raised their aspirations and developed areas of interest outside of school with a number of enrichment and sporting clubs made available to them.
- Disadvantaged pupils increased their cultural capital and life experiences and sporting events, therefore aspirations are higher.
- The behaviour and conduct of pupils attending Forest Schools improved, enabling them to access the curriculum, to make the right choices and remain within whole class provision.
- Pupil surveys show that children recognise signs of danger and know how to keep themselves safe.
- Pupils were equipped with resources and equipment enabling them to thrive.

- 6 high achieving disadvantaged pupils entitled to pupil premium funding made rapid and sustained progress with their learning, scoring 2:2 and above on their assignments.





Externally provided programmes

Programme	Provider
Maths tutoring: Year 4 and 5	Third Space
Maths tutoring: Year 6	Grays Tuition company
Maths tutoring: Year 5	FFT tutoring

Further information (optional)

The Disadvantage Strategy at LPA

Context/General points for implementation:

- The current data picture across the academy demonstrates that disadvantaged pupils are attaining below their non-disadvantaged peers in reading, writing & maths, in all year groups
- The attainment gap between disadvantaged pupils & their non-disadvantaged peers will only be addressed if we strategically intervene, maintain a culture of 'possibility thinking' and strike the right balance of support & challenge for pupils and parents/carers
- The progress & attainment of specific Underperforming Disadvantaged Pupils [UDPs] needs to be a standing agenda on weekly core team minutes – the subject and pupils in focus will be decided by the phase/year group leader. The impact of previously agreed teaching & learning strategies & actions will be evaluated and refined to ensure maximum impact on pupil progress
- T/W in the strategy refers to: Teaching WalkThrus, as part of the wider teaching & learning strategy
- The disadvantaged strategy is shared with all staff so that everyone understands their roles and responsibilities
- Where appropriate, continuous professional development refers to teaching & learning strategies which support with driving progress for UDPs
- The disadvantaged tracking document is maintained in-line with school cycle: DDPP [Data Driving Pupils Progress] meetings, target setting and review meetings for pupil passports, provision for UDPs [interventions, key worker, pupil learning passport], etc
- Teachers & support staff receive regular feedback on the effective implementation of the disadvantaged strategy, sharing good practice during weekly briefings.