

Lansdowne Primary Academy

Pupil Premium Executive Strategy Statement for the academic year 2021-22

What is Pupil Premium?

The Pupil Premium is a grant from the government to help disadvantaged young people do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care or have parents in the Armed Forces.

Identifying target students

Our research indicates the the following factors often contribute together or in combination to the lower achievement of some disadvantaged young people these include:

Poor attendance; Poor prior attainment Low aspirations
Social and interpersonal barriers that often manifest themselves in poor behaviour

School Overview

Number of pupils in the school	650
Percentage of Disadvantaged pupils	41% [Rec to Year 6]

PP Strategy Statement publish date	September 2021
PP Strategy Statement review date	August 2022
Pupil Premium lead	Mr Dan Burnett
Governor lead	Mr Jamie Jardin

How we plan to use the funding in the current academic year:

Intention 1: Have access to good quality teaching in every lesson, every day.

and

Intention 10: Pupils are able to read fluently [at or above age-related expectation]; be interesting in reading and understand its importance as a gateway to learning.

Implementation	Cost	Impact
<p>Attendance:</p> <p>a. To Implement rewards in order to improve attendance and punctuality across the academy in line with national figures post COVID.</p> <p>b. Work with parents to engage children to value their education, ensuring tracking of disadvantaged pupils are consistent.</p> <p>c. Ensure children with poor attendance are engaging with breakfast club.</p> <p>d. Implement an engaging breakfast Club.</p> <p>e. Education Welfare Assistant part salary.</p> <p>f. Resources for children isolating due to COVID-19 (CGP books).</p> <p>g. Funds for public transport to support families with travelling to school in certain circumstances.</p>	<p>£35,923</p>	<ul style="list-style-type: none"> Attendance of disadvantaged pupils improves to be in line with national figures post COVID. Attendance tracking & reports for pupils in receipt of Pupil Premium funding, including subdivision groups show improvement. The EWO drives a strategic plan for improving attendance and punctuality specifically for disadvantaged pupils. Pupils are safeguarded from harm and in the case of absence the school knows the pupil is safe following home visits where required. Pupils recognise the importance of good attendance because this is celebrated and rewarded (certificates/Class challenges with prizes) within the academy
<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>£5000</p> <p>£500</p>	<ul style="list-style-type: none"> The teaching of phonics as part of the Read, Write, Inc Programme is judged to be at-least good Pupils make good progress with their phonic knowledge enabling the aspirational phonics target for year 1 and 2 to be achieved
<p>Part funding for Deputy Head Salary responsible for disadvantaged pupils:</p> <p>Implement a strategic vision, ensuring that disadvantaged pupils are receiving the best possible provision and performing in line with others.</p>	<p>£41,127</p>	<ul style="list-style-type: none"> Effective implementation of the disadvantaged strategy to achieve the intended aims linked to 'The quality of education', Behaviour & welfare & Personal Development

<p>Targeted UDP (Underachieving Disadvantaged Pupils) are closely monitored and given additional support through Learning Passports or by a Key Worker.</p> <p>The implementation of pupil learning passports, including:</p> <ul style="list-style-type: none"> - Printing costs - Parent & pupil introductory & review sessions - Rewards for completion 		<ul style="list-style-type: none"> • Effective implementation of the disadvantaged strategy to close the academic gap.
Targeted homework club and Breakfast Club	£2000	<ul style="list-style-type: none"> • Pupils are able to complete homework to support learning. • Attendance of targeted children increases • Parents feel well supported and children complete their homework
Targeted ALPS [After School Learning Provisions] in each year group, targeting children for basic skills within reading and maths.	£2500	<ul style="list-style-type: none"> • Gaps in pupil's learning & basic skills are effectively identified & filled through the implementation of Personalised Learning Checklists (PLCs) & associated resources • Teachers plan and use Pixl resources as part of universal and targeted interventions to support teaching being at-least consistently good

Intention 2: Be provided with high-quality (SEND) provision every day that directly meets any identified SEND/additional needs

and

Intention 9: Pupils are able to confidently communicate thoughts and feelings through writing

Implementation	Cost	Impact
<p>Part funding of the group SENDCO central services, ensuring that there is a strategic approach to SEND children making good progress from their starting points.</p> <p>Speech and Language provision</p>	£52,152	<ul style="list-style-type: none"> • Pupils are able to complete homework to support learning that is matched to their ability • Parents feel well supported and children complete their homework • Pupils routinely demonstrate the academy's non-negotiables for speech, language, communication and vocabulary development • Pixl: Through explicit vocabulary teaching, pupils develop a wider range of vocabulary from their starting point enabling them to access the curriculum and perform confidently in tests because a language deficit does not prevent them from doing so. • Children throughout the academy are assessed and specific provisions for Speech and Language therapy is put into place

Intention 3: 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.

A wide range of extra-curricular activities develops young people's interests, well-being, creativity and social skills.

Implementation	Cost	Impact
Part funding of the Royal Opera House Trailblazer Project. Opportunities include: <ul style="list-style-type: none"> - <u>Nursery/ Reception</u> tiny tots - <u>Year 1</u> The Nutcracker - <u>Year 2</u> Heritage visit-Tower of London - <u>Year 3</u> Steel Pans Caribbean, Matilda trip, Signals WS - <u>Year 4</u> Battle of Britain, Matilda trip, - <u>Year 5</u>, Punch Drunk Codename Atlantis, - <u>Year 6</u>, steam co rocket project, Ceramic Gateway, Peter Bunzl 	£6,500	<ul style="list-style-type: none"> ● Pupils are provided with rich cultural experiences as detailed ● Pupils benefit from the opportunities provided as part of their wider life experiences ● Pupils raise their aspirations and continue areas of interest
Subscription to the 'Brilliant Club' targeted towards more able disadvantaged pupils: <ul style="list-style-type: none"> - University seminars - University visit - Assignment - Graduation event 	£1500	<ul style="list-style-type: none"> ● 5 high achieving pupils entitled to pupil premium funding make rapid and sustained progress with their learning ● Pupils achieve at-least a 2:1 when their assignment is assessed by the university ● Identified pupils raise their aspirations and know that attending university is a choice for them
Swimming subsidy: Aimed for families who are unable to afford swimming.	£5,000	<ul style="list-style-type: none"> ● All pupils can swim 25m by the end of year 6 (National standard)
Curriculum enrichment opportunities & school visits. This includes the following: School Trips and Resources Educational Visits Residential for Year 6 KIT Theatre	£16,000	<ul style="list-style-type: none"> ● Pupils are provided with new experiences and opportunities which contribute to their wider life experiences ● Pupils are motivated & engaged in learning experiences ● Pupils' knowledge, skills & understanding increased as a result of opportunities & experiences ● N: farm ● R: church, library, pantomime, natural history ● Yr1 toys workshop, Windsor castle, Canvey island ● Yr2, Florence nightingale workshop, eggs hatching, Paradise wildlife park ● Yr3: Colchester Castle, National Gallery, ● Yr4 Colchester zoo, Tilbury Fort ● Yr5, Langdon Hills, British Museum, Chatham Dock, Planetarium ● Yr6, Borough market, residential trip

<p>Artsmark, -Arts council: set up to review topics, provision, assess impact. -Develop Pupil voice -Lunch and playtime provision is developed to support cultural provision -Arts Gallery set up</p>		<ul style="list-style-type: none"> • Pupils play an active role in the running of the academy. • Pupils develop leadership skills and carry out their roles & responsibilities with passion and pride • Council is set up to review topics, provision, assess impact. Pupil voice • Development of, oracy and behaviour • Gallery of work is created and shared with parents and community • Lunchtime provision resources are acquired and used well
<p>Resources for enrichment clubs and after school provision.</p> <p>Children have a full range of enrichment and sporting</p>	<p>£2000</p>	<ul style="list-style-type: none"> • Pupils are provided with well organised and rich cultural experiences. • Pupils benefit from the opportunities provided as part of their wider life experiences • Pupils raise their aspirations and continue areas of interest <hr/> <ul style="list-style-type: none"> • Enrichment opportunities are offered to children in after school clubs • Pupils are provided with rich cultural experiences as detailed • Pupils benefit from the opportunities provided as part of their wider life experiences • Pupils raise their aspirations and continue areas of interest

<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>£8000</p>	<ul style="list-style-type: none"> • The behaviour and conduct of pupils attending Forest Schools improves enabling them to access the curriculum, to make the right choices and remain within whole class provision. • Barriers to learning for pupils attending forest schools are removed enabling them to make at-least expected progress from their starting points. • Confidence: children had the freedom, time and space to learn and demonstrate independence • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences.
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Intention 4: Talk confidently to a range of audiences in different contexts with clarity, age-related vocabulary.

And

Intention 8: 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;

Implementation	Cost	Impact
<p>The resourcing & implementation of universal & targeted approaches to address gaps/ underdevelopment speech, language & communication:</p> <p>Speechlink subscriptions: To develop the speech and language of targeted children.</p> <p>Development of Pupil voice</p> <p>Lunch and playtime provision is developed to support cultural provision</p>	£650	<ul style="list-style-type: none"> • Specific pupils receiving targeted intervention make accelerated progress from their starting point with speech, language and communication • Pupils in reception make accelerated progress from their starting point with at least 75% achieving the early learning goal for speech, language and communication enabling the GLD target to be achieved • Pupils develop leadership skills and carry out their roles & responsibilities with passion and pride • Council is set up to review topics, provision, assess impact.
Intention 5: Have a secure age-related understanding of mathematical concepts, can solve problems and apply these in real life contexts		
Implementation	Cost	Impact
<p>Peer to peer Gateway mentor scheme.</p> <p>Additional Learning Periods for targeted Underachieving Disadvantaged Pupils [UDPs].</p>		<ul style="list-style-type: none"> • Gaps in pupil's learning & basic skills are effectively identified & filled through the implementation of basic skills activities: linked to the four operations • Pupils build a relationship with GA students that supports development
Intention 6: Be safe, inspired, creative, connected and confident digital citizens [year 3-7]		
Implementation	Cost	Impact
<p>Computers/ IPADs: for disadvantaged pupils who do not have devices at home.</p>	£6338	<ul style="list-style-type: none"> • Pupils are equipped with the resources and equipment enabling them to use on-line learning
<p>Internet access: Supplying dongles or data cards to families who are in need of the internet.</p> <p>Supporting families with the confident use of ICT [parents and children] with the use of a charitable local community set up - 'One Community'.</p>		<ul style="list-style-type: none"> • Pupils are able to access resources enabling them to use on-line learning
Intention 7: Be empowered to achieve good personal development, behaviour and wellbeing.		
Implementation	Cost	Impact
<p>Hardship fund: Uniform/Equipment/Resources</p>	£2000	<ul style="list-style-type: none"> • Pupils are equipped with the uniform, resources and equipment enabling them to thrive

<p>Staffing: Inclusion support & pastoral care</p>	<p>£153,195</p>	<ul style="list-style-type: none"> ● Barriers to learning are overcome enabling disadvantaged pupils to make accelerated progress from their starting points. In-year aspirational targets are achieved. ● 90% of Pupils report that they feel happy, safe and ready to learn. ● 90% of Parents report that they feel well supported by the school to break down barriers to learning that exist for their family. ● As part of targeted intervention, identified vulnerable disadvantaged pupils are equipped with the strategies to remain in whole class learning for extended periods of time.
<p>Staff training: Counselling qualifications Counselling sessions for targeted children.</p> <p>Ed Psych visits.</p>	<p>£6,500</p> <p>£3,000</p>	<ul style="list-style-type: none"> ● Pupils report that they are happy, safe, well-supported and ready to learn. ● Barriers to learning for pupils receiving counselling are removed enabling them to make at-least expected progress from their starting points.
<p>Universal and targeted intervention strategies to support parents: Coffee morning information sessions/Adult Education and parent workshops.</p>	<p>£500</p>	<ul style="list-style-type: none"> ● Parents feel well supported and are equipped with the knowledge and skills to be able to remove potential barriers to learning for their child ● Parents can play an active role in supporting their child's education and learning
<p>Sports coaches: Giving children opportunities to succeed in a range of sports and fixtures.</p> <p>Pupil leadership roles & development: Health advocates/Peer mentors/Play leaders/Mini-medics (In partnership with The Thurrock School Sport's Partnership)</p>	<p>£29,500</p>	<ul style="list-style-type: none"> ● Pupils play an active role in the running of the academy. ● Pupils develop leadership skills and carry out their roles & responsibilities with passion and pride ● Pupils develop a cultural capital and are involved with sporting opportunities to broaden their horizons.

Character, culture & personal development programme, including pupil passports & rewards	£750	<ul style="list-style-type: none"> • Pupils increasingly conduct themselves in-line with The GLC code of conduct • Pupils report they know how to live a fit & healthy lifestyle and do so • Pupils feel empowered to make informed choices about how they live their life • Pupils recognise signs of danger and know how to keep themselves safe
Total Costs		£380,635

How the strategy will be monitored and evaluated

The strategy will be monitored through governors, ensuring that the strategy is challenged and scrutinised during half termly monitoring visits.

Summary review of last year's aims and outcomes 2019-2020

Aim	Outcome																															
Intent: To address poor attendance	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils disrupted by COVID. <table border="1" data-bbox="453 1496 1508 1615"> <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>2020-21</td> <td>92.8</td> <td>93.5</td> <td>92.0</td> <td>95.3</td> <td>3.3</td> <td>93.2</td> <td>93.9</td> <td>92.3</td> <td>94.5</td> <td>24.6</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Attendance tracking & reports for pupils in receipt of Pupil Premium funding, including subdivision groups show improvement for individuals. • The EWO drives a strategic plan for improving attendance and punctuality specifically for disadvantaged pupils. • Pupils are safeguarded from harm and in the case of absence the school knows the pupil is safe following home visits where required. 											Reception	Yr 1 to 6	DYP	Non DYP	DYP Gap	Boys	Girls	SEN	EAL	PA	2020-21	92.8	93.5	92.0	95.3	3.3	93.2	93.9	92.3	94.5	24.6
	Reception	Yr 1 to 6	DYP	Non DYP	DYP Gap	Boys	Girls	SEN	EAL	PA																						
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<p>Intent: To address poor prior attainment</p>	<ul style="list-style-type: none"> • Effective implementation of the disadvantaged strategy to achieve the intended aims linked to ‘The quality of education’, Behaviour & welfare & Personal Development. • Specific pupils receiving targeted intervention make accelerated progress from their starting point with speech, language and communication. • Gaps in pupil’s learning & basic skills are effectively identified & filled through the implementation of pupil passports and key workers. • Parents are enabled to support children at home. • Gaps in pupil’s learning & basic skills are effectively identified & filled through the implementation of Personalised Learning Checklists (PLCs) & associated resources. • Teachers use PiXL resources as part of universal and targeted interventions to support teaching being at-least consistently good. • Pupils develop a love of reading and are motivated to quiz on the books they have read. • Pupils increase their ‘book talk’. • Pupils develop a wider range of vocabulary which they apply to their writing. • Pupils make accelerated progress in reading.
<p>Intent: To address low aspirations</p>	<ul style="list-style-type: none"> • Pupils returned to school smoothly post COVID and settle back into routines with a focus on learning. • Barriers to learning are overcome enabling disadvantaged pupils to make accelerated progress from their starting points. In-year aspirational targets are achieved. • 91% of Pupils report that they feel happy, safe and ready to learn. • 98.8% of Parents report that they feel well supported by the school to break down barriers to learning that exist for their family. • Barriers to learning for pupils receiving counselling are removed enabling them to make at-least expected progress from their starting points. • Alternative provision enables pupils to reflect upon their behaviour and receive targeted therapeutic intervention which prepares them to return to school. • Reduction of children in the ‘Red zone’. • Only 1 fixed term exclusion all year. No permanent exclusions for over 3 years. • Pupils have achieved at-least a 2:1 when their assignment is assessed by the university as part of the Brilliant club. • Pupils are provided with rich cultural experiences through visits, although difficult this year due to COVID.. • Pupils raise their aspirations and continue areas of interest outside of school with a number of enrichment and sporting clubs available.
<p>Intent: To address social and interpersonal barriers</p>	<ul style="list-style-type: none"> • Disadvantaged pupils increase their cultural capital and life experiences and sporting events, therefore aspirations are higher. • The behaviour and conduct of pupils attending Forest Schools improves enabling them to access the curriculum, to make the right choices and remain within whole class provision. • Barriers to learning for pupils attending forest schools are removed enabling them to make at-least expected progress from their starting points.

- Pupil surveys show that children recognise signs of danger and know how to keep themselves safe.
- Pupils are equipped with the uniform, resources and equipment enabling them to thrive.
- 5 high achieving pupils entitled to pupil premium funding make rapid and sustained progress with their learning.

