



## **Lansdowne Primary Academy**

### **Pupil Premium Intended spend: 2020-21**

#### **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 disadvantaged young people these include:

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

**This academic year 2020-21 we have 49% of our pupils who are regarded as 'disadvantaged' and therefore entitled to the Pupil Premium, increasing slightly from last academic year.**

#### **How we are intending to use the funding:**

<b>Intent: To address poor attendance</b>		
<b>Implementation</b>	<b>Cost</b>	<b>Intended impact</b>
<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.</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>-Funding towards EWO</p> <p>-Attendance rewards</p> <p>-Breakfast club resources</p> <p>-Pupil transport <b>£38,740</b></p>	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils improves to be in line with national figures post COVID.</li> <li>• Attendance tracking &amp; reports for pupils in receipt of Pupil Premium funding, including subdivision groups show improvement.</li> <li>• The EWO drives a strategic plan for improving attendance and punctuality specifically for disadvantaged pupils.</li> <li>• Pupils are safeguarded from harm and in the case of absence the school knows the pupil is safe following home visits where required.</li> <li>• Pupils recognise the importance of good attendance because this is celebrated and rewarded (certificates/Class challenges with prizes) within the academy.</li> </ul>
<b>Intent: To address poor prior attainment</b>		
<b>Implementation</b>	<b>Cost</b>	<b>Intended Impact</b>
<p>Gaps in learning related to basic skills (reading/times tables/spelling etc):</p> <p>a. Ensure the use of TT rockstars to close gaps in times table knowledge.</p> <p>b. Use of RWI spelling programme to ensure the spelling of CEW increases throughout the year.</p> <p>c. ALPs (Additional Learning Provision)/catch up sessions/homework clubs/year group interventions, using PLCs (Personalised Learning Checklists) to identify gaps.</p> <p>d. Use of Google Classroom for homework.</p> <p>e. Use of ICT devices (laptops and ipads) during lessons and ALPs to support learning.</p> <p>f. Targeted UDP (Underachieving Disadvantaged Pupils) are closely monitored and given additional support through Learning Passports or by a Key Worker.</p>	<p>-Additional teacher</p> <p>-ICT resources and iPads.</p> <p>-Numicon and training.</p> <p>-Literacy and phonics training</p> <p>-Yr. 6 booster classes</p> <p>-Rewards books and equipment in assemblies.</p> <p>-Target Tracker assessment system</p>	<ul style="list-style-type: none"> <li>• Outcomes for disadvantaged children show they are making rapid progress.</li> <li>• Effective implementation of the disadvantaged strategy to achieve the intended aims linked to 'The quality of education', Behaviour &amp; welfare &amp; Personal Development.</li> <li>• Specific pupils receiving targeted intervention make accelerated progress from their starting point with speech, language and communication.</li> <li>• Gaps in pupil's learning &amp; basic skills are effectively identified &amp; filled through the implementation of pupil passports and key workers.</li> <li>• Parents are enabled to support children at home.</li> <li>• Gaps in pupil's learning &amp; basic skills are effectively identified &amp; filled through the implementation of Personalised Learning Checklists (PLCs) &amp; associated resources.</li> <li>• Teachers use PiXL resources as part of universal and targeted interventions to support teaching being at-least consistently good.</li> <li>• SEND disadvantaged children make good progress from their starting points.</li> </ul>

<p>g. DDPP (Data Driving Progress and Provision) meetings to identify gaps and plan how to plug them through provision.</p> <p>h. Half termly reports to parents identifying gaps.</p> <p>i. To support children with learning difficulties, less developed Speech, language, communication skills.</p> <p>j. Improve attitudes to reading to help then improve attainment.</p>	<p>-Funding towards central SENCO services.</p> <p>-My Book Blog resources.</p> <p>-Speech link subscription</p> <p><b>£127,000</b></p>	<ul style="list-style-type: none"> <li>• Pupils develop a love of reading and are motivated to quiz on the books they have read.</li> <li>• Pupils increase their 'book talk'.</li> <li>• Pupils develop a wider range of vocabulary which they apply to their writing.</li> <li>• Pupils make accelerated progress in reading.</li> </ul>
<p><b>Intent: To address low aspirations</b></p>		
<p><b>Implementation</b></p>	<p><b>Cost</b></p>	<p><b>Intended impact</b></p>
<p>a. Fully implement the 2020-21 GLC Behaviour Policy [rewards and sanctions].</p> <p>b. Work with Phase leaders to coordinate and assign Key workers to targeted disadvantaged pupils to provide to targeted support.</p> <p>c. Implement the Mind to be kind and Character and Culture resources from PiXL.</p> <p>d. Character, culture &amp; personal development programme and the recovery curriculum to ensure a smooth transition back into school following the COVID-19 school closures.</p> <p>e. Open door in school counselling service.</p> <p>f. Staff training: Counselling qualifications.</p> <p>g. Parental workshops to develop skills and knowledge in order to be able to support their children at home.</p> <p>h. Implement the trailblazer programme as a tool for developing and improving practice and as a forum for innovation, creativity and risk taking.</p> <p>i. Ensure all disadvantaged pupils have access to opportunities to enrich their experiences. This</p>	<p>-Funding towards Pastoral team .</p> <p>-Inclusion &amp; Nuture Provision Resources.</p> <p>-Counselling with children</p> <p>-PiXL subscription</p> <p>-Funding towards swimming</p>	<ul style="list-style-type: none"> <li>• Pupils return to school smoothly post COVID and settle back into routines with a focus on learning.</li> <li>• Barriers to learning are overcome enabling disadvantaged pupils to make accelerated progress from their starting points. In-year aspirational targets are achieved.</li> <li>• 90% of Pupils report that they feel happy, safe and ready to learn.</li> <li>• 90% of Parents report that they feel well supported by the school to break down barriers to learning that exist for their family.</li> <li>• Barriers to learning for pupils receiving counselling are removed enabling them to make at-least expected progress from their starting points.</li> <li>• Alternative provision enables pupils to reflect upon their behaviour and receive targeted therapeutic intervention which prepares them to return to school.</li> <li>• Reduction of children in the 'Red zone'.</li> <li>• The number of fixed term exclusions reduces.</li> <li>• Pupils achieve at-least a 2:1 when their assignment is assessed by the university as part of the Brilliant club.</li> <li>• All pupils can swim 25m by the end of year 6 (National standard).</li> <li>• Pupils are provided with rich cultural experiences.</li> <li>• Pupils raise their aspirations and continue areas of interest outside of school.</li> </ul>

<p>will give them life experiences outside of their local area, giving them a chance to discover other possibilities.</p> <ul style="list-style-type: none"> <li>j. Ensure all pupils have a chance to broaden their horizons and develop their cultural capital.</li> <li>k. Royal Opera House – Trailblazer programmes in all year groups.</li> <li>l. The Brilliant club towards more able pupils: University seminars, university visit, assignments and a graduation event.</li> <li>m. Aspirational workshops/speakers/lessons to view career options and aspirations for the future.</li> <li>n. Past high achieving pupils: posters displayed around the school, celebrating achievement and boost aspirations of our current pupils.</li> <li>o. Pupil voice to allow children to have a voice and contribute to the experiences that they would like throughout their time at school.</li> <li>p. Achievement assemblies for bronze, silver gold etc awards to celebrate achievements weekly, as well as always awards medal, sporting achievements and attendance awards to inspire pupils to be the best they can be and improve upon their best.</li> <li>q. Incentives and rewards such as marble in the jar (KS1 and KS2), Mr Potato head in EYFS: children aspire to be their best for end of half term rewards and incentives. Children are given house points as a result of effort, improved/high standards of work or following core values etc.</li> </ul>	<p><b>£167,305</b></p>	
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<b>Intent: To address social and interpersonal barriers</b>		
<b>Implementation</b>	<b>Cost</b>	<b>Intended impact</b>
a. Pastoral team to implement social groups within each year group to overcome barriers. b. Forest school session in PPA for every year group, as well as targeted sessions for groups of children. c. MHPs (Mental Health Practitioners) support children with mental health needs in order to remove any social barriers. d. Subsidised Trips Hardship fund: Shoes/Uniform/PE kit, etc. e. Milk/Fruit/Vegetables subsidised. f. Swimming subsidised. g. Curriculum enrichment opportunities – Trips/Visits. h. Sports clubs and coaches. A chance to play a variety of sports and teams. i. Extra-curricular clubs.	-School trips/educational visits and resources for trips  -Residential trip Yr. 6  -ROH cultural entitlement  - Costs towards sports coaches  -Forest Schools  -Extra curricular club provision  -School uniform  -Brilliant club subscription  <b>£71,800</b>	<ul style="list-style-type: none"> <li>Disadvantaged pupils increase their cultural capital and life experiences and sporting events, therefore aspirations are higher.</li> <li>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.</li> <li>Barriers to learning for pupils attending forest schools are removed enabling them to make at-least expected progress from their starting points.</li> <li>Pupil surveys show that children recognise signs of danger and know how to keep themselves safe.</li> <li>100% of pupils complete the bronze certificate award by the end of the academic year and move onto achieving the silver award.</li> <li>Pupils are equipped with the uniform, resources and equipment enabling them to thrive.</li> <li>5 high achieving pupils entitled to pupil premium funding make rapid and sustained progress with their learning.</li> </ul>
<b>Total Costs</b>	<b>£404,845</b>	