

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 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 |
|--|--|
| School name | Lansdowne Primary Academy |
| Number of pupils in school | 684 |
| Proportion (%) of pupil premium eligible pupils | 54% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plan) | 2023/2024 to 2025/2026 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | July 2024 |
| 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 | £480,150 |
| Recovery premium funding allocation this academic year | £51,546 |
| 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 | £531,696 |
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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, 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 primary 'GLC's' [competencies of curiosity, creativity, communication and critical thinking] in every lesson, every day. Groups: More able, SEND, Disadvantaged, EAL;

Intention 2: Curriculum: Have access to: A curriculum that develops young people as active and thriving citizens within a diverse, truly fair and equal community. Have access to a wide range of opportunities that instil the GLC mission, values and competencies [primary phase only] to prepare our young people for learning and life;

Intention 3: Literacy: Talk confidently and communicate thoughts and feeling through speaking and writing. Read with fluency and understanding for enjoyment and gain knowledge. Apply phonic knowledge confidently;

Intention 4: Personal Development: Have access to a wide, rich set of experiences. Have opportunities to develop their talents and interests are of exceptional quality. Know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. Know how to be confident, resilient and independent, and to develop strength of character. Have access to a warm space, are well fed and if needed, are supplied with uniform/other resources;

Intention 5: Additional and different: A comprehensive and ambitious additional and different strategy for all student groups including: More able, SEND, Disadvantaged, EAL, CLA and CWSW/Ever 6;

Intention 6: 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 7: Maths: Be able to use vocabulary and resources to demonstrate understanding and communicating through reasoning, logical thinking, and problem-solving in maths;

Intention 8: Identity/Communication/Partnership working - Local initiatives & Enrichment: For all stakeholders to feel a sense of identity and pride [The LPA Way] and to showcase a range of talents within school and in the local community.

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. We work closely with the local authority to ensure that Children With A Social Worker [CWASW] are still reaching their potential and achieving their targets.

Our strategy is also pivotal to wider school plans for education recovery, 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, understanding of vocabulary and overall comprehension reading needs to further improve in order to be at or above age-related expectation. There is an importance to develop an interest in, and love/pleasure of reading. We want to develop a self-responsibility [linked to our core values and 'LPA way'] of regularly reading at home and understand its importance as a gateway to learning from Reception, through to KS2 and beyond. |
| 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 realisation 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. This has reduced over the last 2 academic years, however, SEMH needs still remains an area of focus. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|------------|------|------------|------------|------|-------|------|------|--|--|-----------|------------|-----|------------|------------|------|-------|-----|----|-----------|------|------|------|------|-----|------|------|------|------|
| 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 2022-2023 shows a 2.7% gap between disadvantaged pupils and non-disadvantaged pupils [an improvement of 0.1% previous year and 0.6% 2 years ago]. Our assessments indicate that this absence for key pupils is having a negative impact on their progress:</p> <table border="1"> <thead> <tr> <th></th> <th>Reception</th> <th>Recto 6</th> <th>DYP</th> <th>Non DYP</th> <th>DYP Gap</th> <th>Boys</th> <th>Girls</th> <th>SEN</th> <th>PA</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>90.2</td> <td>93.5</td> <td>92.4</td> <td>95.1</td> <td>2.7</td> <td>93.2</td> <td>93.9</td> <td>92.1</td> <td>18.7</td> </tr> </tbody> </table> | | | | | | | | | | | Reception | Recto 6 | DYP | Non DYP | DYP Gap | Boys | Girls | SEN | PA | 2022-2023 | 90.2 | 93.5 | 92.4 | 95.1 | 2.7 | 93.2 | 93.9 | 92.1 | 18.7 |
| | Reception | Recto 6 | DYP | Non DYP | DYP Gap | Boys | Girls | SEN | PA | | | | | | | | | | | | | | | | | | | | | |
| 2022-2023 | 90.2 | 93.5 | 92.4 | 95.1 | 2.7 | 93.2 | 93.9 | 92.1 | 18.7 | | | | | | | | | | | | | | | | | | | | | |
| 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 |
|--|---|
| To achieve and sustain improved wellbeing for all students, including those who are disadvantaged. | <p>Sustained high levels of wellbeing from 2025/26 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 |
| Improved reading attainment and a love for reading, in conjunction | KS2 reading outcomes in 2025/26 show that disadvantaged pupils are moving towards the national average of expected standard and more in line with their peers. |

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| with improved fluency scores and reading data among disadvantaged pupils in line with 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. | <p>KS2 maths outcomes in 2025/26 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 [through MTC data].</p> <p>KS2 grammar and spelling data show that disadvantaged pupils are broadly in line with their peers and national averages.</p> |
| Pupils develop high aspirations and confident, ambitious young learners. | <p>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:</p> <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. | <p>Secure and sustain high attendance from 2025/26 demonstrated by:</p> <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: **£176,072**

| 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> | 1, 4 |
| <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> | 1, 4 |
| <p>Targeted UDP [Underachieving Disadvantaged Pupils] are closely monitored and given a Reading Ambassador to champion and instil a love of reading. Strategies in class such as:</p> <p>Regular meetings, targeted questioning and book talk, maintaining high expectations and possibility thinking, explicit and verbal/written feedback.</p> <p>The implementation of Reading Ambassadors, including: cost of</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>Quality book talk suggests that this aids with comprehension and widens vocabulary:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-reading-at-the-heart-of-our-return-to-school</p> | 1, 2, 3, 4, 5, 6 |

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| books, parent & pupil introductory & review sessions and rewards for completion. | Blog research to aid a love of reading with disadvantaged pupils - book gifting: https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting | |
| 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. | 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 | 2, 3 |
| 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. | 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. | 1,2 |

Strand 2: Education Recovery [£51,546]

Budgeted cost: £51,546

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| KS1 continuous provision is key to our pupils' development as they transition from Early Years to KS1. It encourages children to be active learners. | 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/ | 1, 2, 3, 4 |

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| <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>2, 5, 6</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'</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>1,2, 4</p> |

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| comprehension and sentence structure. | https://www.hertsforlearning.co.uk/news/effective-classroom-practice-reading-fluency-hfl-and-eef | |
| Whole school reading project to develop the love of reading and ensure children are reading at age related expectations. | Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives: https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy | 1, 3 |
| 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. | ICT can be the bridge between accelerated learning and continuous provision if used effectively: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | 1, 3, 4 |
| 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 tutoring will be disadvantaged. | 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 2, 3, 4 |

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: **£304,078**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Curriculum enrichment opportunities & school visits. Opportunities such as: theatre visits, music events, local visits and many more. This also includes the following:</p> <p>School Trips and Resources Educational Visits Residential for Year 6 KIT Theatre Artsmark</p> | <p>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> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> | 2, 5, 6 |
| <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 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> | 2, 5 |
| <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.</p> <p>Ensure children with poor attendance are engaging with breakfast club.</p> <p>Implement an engaging breakfast Club.</p> <p>Education Welfare Assistant part salary.</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 |

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| <p>Funds for public transport to support families with travelling to school in certain circumstances.</p> | | |
| <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> | <p>1, 2, 3, 4, 5, 6</p> |
| <p>Resources for enrichment clubs and after school provision. The cost of swimming is also subsidised.</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. This includes providing some of our disadvantaged pupils with PE uniform.</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 benefits have been reported such as improved attendance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | <p>2, 5, 6</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,</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> | <p>2, 5, 6</p> |

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| life experiences and develop a love for learning at school. | | |
| 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. Targeted pupils to receive counselling in school via a counselling external agency. | Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes: https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning | 5 |
| Development of aspirations with parents, working closely with Thurrock Adult Community College. Targeted families/parents access parent workshops and gain advice and guidance for their own education and job opportunities. | Parent engagement approaches and programmes which aim to develop parental skills such as literacy or IT skills, thus being able to support their children at home and become more aspirational: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 2, 5, 6 |

Total budgeted cost: £531,696

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 2022 to 2023 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.

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| <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>Trust reviews of teaching and learning evidence that the quality of education and teaching and learning remains 'Good'. We have continued to be creative with regards to diminishing the difference between disadvantaged pupils and others.</p> <p>Data shows that in general gaps have diminished and are closer to our academic year target.</p> <p>Maths shows that we are above target in KS1 Maths and disadvantaged pupils are outperforming others at GDS by 2%.</p> <p>KS1 data:</p> <p>Reading:</p> <ul style="list-style-type: none">- Dis pupils EXS 60%, 3% above target. Dis GDS 22%, 10% above target. <p>Writing:</p> <ul style="list-style-type: none">- Dis pupils EXS 47%, 10% below target. Dis GDS 9%, 1% below target. <p>Maths:</p> <ul style="list-style-type: none">- Dis pupils EXS 62%, 5% above target. Dis GDS 22%, 10% above target. <p>Combined:</p> <ul style="list-style-type: none">- Dis pupils EXS 40%, 8% below target. Dis GDS 9%, 2% above target. |
|--|--|

KS2 data:

Reading:

- Dis: pupils EXS 50%, 3% below target. Dis GDS 7% , 4% below target.

Writing:

- Dis: pupils EXS 54%, 6% below target. Dis GDS 2% , 5% below target.

Maths:

- Dis: pupils EXS 59%, 3% below target. Dis GDS 11% , on target.

Combined:

- Dis: pupils EXS 42%, 3% below target. Dis GDS 4% , 3% below target.

Year 4 MTC:

| MTC | No. | % | All | | | | | | | | | | | |
|---------------|-----|------|-----|-----|-------|----|-------|----|-------|----|-------|----|-----|-----|
| | | | 0-9 | | 10-14 | | 15-19 | | 20-22 | | 23-24 | | 25 | |
| | | | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Lansdowne | 90 | 100% | 8 | 9% | 5 | 6% | 3 | 3% | 6 | 7% | 8 | 9% | 56 | 62% |
| SEND | 16 | 18% | 8 | 50% | 1 | 6% | 1 | 6% | 0 | 0% | 0 | 0% | 6 | 38% |
| Disadvantaged | 54 | 60% | 9 | 17% | 4 | 7% | 2 | 4% | 5 | 9% | 5 | 9% | 28 | 52% |

MTC data is above national averages, with disadvantaged pupils in line with others scoring between 23 and 24 marks.

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

Phonics:

attendance of our disadvantaged pupils.

Pupils who moved up a group from Spring 2 to Summer 1

Reception

| | Children moved up | Total in year group | % |
|-------------------|-------------------|---------------------|-----|
| Total | 59 | 90 | 66% |
| Girls | 31 | 48 | 65% |
| Boys | 28 | 42 | 67% |
| Disadvantaged | 37 | 52 | 71% |
| Non-Disadvantaged | 22 | 38 | 58% |
| SEND | 2 | 7 | 29% |

- End of spring 2, we had 12 children in Group B and now have 6. [50% made progress] 35 children in Ditty at end of spring 2 and now we have 15. [57% made progress]
- Disadvantaged pupils made more progress [71%] compare to non-disadvantaged pupils [58%]
- Boys made more progress [67%] compared to girls [65%].

End of summer:

| | All | | | Disadvantaged | | | SEND | | |
|-----|------------|----|---------|---------------|----|---------|------|---|---------|
| | Expected + | | | Expected + | | | | | |
| | A | B | Outcome | A | B | Outcome | A | B | Outcome |
| GLD | 60 | 54 | 61 | 64 | 52 | 57 | 0 | 0 | 0 |

Year 3:

- Pupil learning passport: 57% of those who had a reading related target are now at EXS compared to 29% in Autumn 2.
- Maths interventions: 58% of those attending a Maths intervention of some kind are now 10+ marks in their arithmetic compared to 13% in autumn 2. 34% are now scoring 20+ marks compared to 3% in autumn 2

Year 4:

- Fluency interventions: 45% of PP pupils are now reaching 100WPM compared to 6% in autumn 2.
- Third space learning: 43% are now scoring 30+ in arithmetic compared to 29% in autumn 2.
- School based interventions [Maths]: 56% are now scoring 20+ in arithmetic compared to 25% in Autumn 2

Year 5:

- Fluency interventions: 65% of PP pupils are now reaching 110WPM compared to 32% in autumn 2.
- Third space learning: 63% are now scoring 30+ in arithmetic compared to 4% in

| | <p>autumn 2.</p> <ul style="list-style-type: none"> ● Peer to peer Maths: 63% are now scoring 30+ in arithmetic compared to 4% in autumn 2. ● School based interventions [Maths]: 55% are now scoring 20+ in arithmetic compared to 0% in Autumn 2. <p>Attendance:</p> <ul style="list-style-type: none"> ● Our attendance data below for last academic year 2022-2023 shows a 2.7% gap between disadvantaged pupils and non-disadvantaged pupils [an improvement of 0.1% previous year and 0.6% 2 years ago]. ● 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. <table border="1" data-bbox="443 813 1402 983"> <thead> <tr> <th></th> <th>Reception</th> <th>Recto 6</th> <th>DYP</th> <th>Non DYP</th> <th>DYP Gap</th> <th>Boys</th> <th>Girls</th> <th>SEN</th> <th>PA</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>90.2</td> <td>93.5</td> <td>92.4</td> <td>95.1</td> <td>2.7</td> <td>93.2</td> <td>93.9</td> <td>92.1</td> <td>18.7</td> </tr> </tbody> </table> | | Reception | Recto 6 | DYP | Non DYP | DYP Gap | Boys | Girls | SEN | PA | 2022-2023 | 90.2 | 93.5 | 92.4 | 95.1 | 2.7 | 93.2 | 93.9 | 92.1 | 18.7 |
|-----------|--|------------|-----------|------------|------------|------------|------------|------|-------|-----|----|-----------|------|------|------|------|-----|------|------|------|------|
| | Reception | Recto 6 | DYP | Non DYP | DYP Gap | Boys | Girls | SEN | PA | | | | | | | | | | | | |
| 2022-2023 | 90.2 | 93.5 | 92.4 | 95.1 | 2.7 | 93.2 | 93.9 | 92.1 | 18.7 | | | | | | | | | | | | |

| | |
|--|--|
| <p>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.</p> | <ul style="list-style-type: none"> ● 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 ● Only one child was suspended last academic year, for a total of 1 and a half days. ● No permanent exclusions for 4 academic years. ● Pupils are provided with rich cultural experiences through trips and 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. ● 12 high achieving disadvantaged pupils entitled to pupil premium funding made rapid and sustained progress with their learning, scoring 2:1 and above on their assignments. Pupils have achieved at-least a 2:1 when their assignment is assessed by the university as part of the Brilliant club. |
|--|--|



Externally provided programmes

| Programme | Provider |
|---|---|
| Maths tutoring: Year 4 and 5 | Third Space |
| More Able programme: Year 6 | The Brilliant Club - Scholars programme |
| Yes futures confidence building: Year 5 | Yes Futures |

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 reading ambassadors, provision for UDPs [interventions, key worker], etc
- Teachers & support staff receive regular feedback on the effective implementation of the disadvantaged strategy, sharing good practice during weekly briefings.