

Pupil premium strategy statement

Landscape Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Landscape Primary School
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	June 2022
Statement authorised by	David Smith (Chair of Governors)
Pupil premium lead	Debbie Main (Headteacher)
Governor lead	David Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,940
Recovery premium funding allocation this academic year	£3,770
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	£75,710

Part A: Pupil premium strategy plan

Statement of intent

The over-arching aim of our Pupil Premium strategy is to help remove all barriers for our disadvantaged children, whether these are academic, social and emotional, linked to attendance or those present due to environmental factors at home. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We have high expectations of all our children at Landscore, irrespective of their background or ability. High-quality teaching is at the heart of our approach and we ensure that our lessons are accessible to all. We recognise that effective use of the Pupil Premium Funding should have a positive impact for all pupils and by focusing on areas in which disadvantaged pupils require the most support, it is our intention that the attainment of our non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy complements the targeted support provided through the National Tutoring Programme for children whose education has been worst affected by Covid and lockdowns. We aim to promote early support and will provide intervention at the point that need is identified, based on robust diagnostic assessment. From the moment that the children arrive at Landscore, our provision enables children to maintain their individual trajectories and ensures they are able to catch-up if they fall behind.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that speech and language skills are lower for our disadvantaged pupils than for other pupils. This slows both reading and writing progress throughout the school.
2	Disadvantaged pupils often have greater difficulties learning phonics and therefore struggle to achieve the expected reading level by the end of KS1.
3	Many disadvantaged pupils struggle to achieve expected standards within writing. Assessments show that attainment in writing for disadvantaged pupils is significantly lower than that of non-disadvantaged pupils.
4	Many disadvantaged pupils lack the basic skills in English and maths as they enter KS2 due to lack of appropriate support at home. This results in slower progress, particularly in areas such as reading, writing, spelling and times tables' knowledge. This lack of progress has been particularly significant following the lockdowns and has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
5	Many disadvantaged pupils have additional social, emotional and mental health needs which cause a barrier to their learning. The wellbeing of many of our disadvantaged pupils has been impacted more negatively by school closures than for other pupils.

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 improve speech and language skills for disadvantaged pupils, particularly in the Reception class.	<p>Disadvantaged pupils in Reception class will make rapid progress by the end of the year so that they meet age related expectations in communication, language and literacy.</p> <p>Disadvantaged pupils across the school will have made clear progress with their oral skills and will be attaining higher levels in reading. At least 62% of disadvantaged pupils will achieve expected levels in reading by 2023.</p> <p>All pupils will have access to a wider range of vocabulary which improves their understanding and comprehension across the curriculum.</p>
To improve the phonics and early reading skills for disadvantaged pupils.	An increased percentage of disadvantaged pupils will pass the Y1 phonics screening test and an increased number will achieve the expected level in reading at Year 2.
To improve disadvantaged pupils' writing skills and increase their motivation for wanting to write at KS2.	Assessments will show an increased percentage of disadvantaged pupils will achieve the age related expectation for writing across KS2. By 2023/24, at least 55% will achieve the expected level.
To develop basic skills in order to improve the progress and attainment in reading, writing, spelling and number facts across KS2 for disadvantaged pupils.	Data will show that disadvantaged pupils have made good progress with reading, writing, spelling and maths. All children will have more opportunities for learning the basic skills in school and families will be more engaged in order to support their children at home. Appropriate support and interventions will be provided for these children.
To increase the social, emotional and mental health skills of disadvantaged pupils to overcome barriers to learning and achieve higher academic outcomes.	Observations, pupil and parent questionnaires and qualitative data will show disadvantaged pupils have developed greater social and emotional skills and have become more self confident. They will display greater self awareness and will be able to discuss their feelings and concerns. They will be ready to learn and will display greater resilience when facing challenges.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,500 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD to support the focus on developing vocabulary in all areas.</p> <ul style="list-style-type: none"> - Training from English lead and support with planning - use high quality texts from the reading spine. Use vocabulary walls and purpose boards to support development of quality vocabulary. 	<p>Assessment data and evidence in books from 2020-21 – impact in both reading and writing outcomes for all pupils, particularly disadvantaged pupils.</p> <p>EEF Guidance Report – Improving Literacy in KS1</p>	1 & 3
<p>Continue to provide co-operative learning training to staff and further develop the effective use of co-operative learning strategies in the classroom. Focus on how we can maximise pupil engagement and further develop speaking and listening skills.</p>	<p>EEF +5 months</p> <p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p>Collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</p>	1 & 4
<p>Continue to invest in the phonics programme, Bug Club, and buy additional reading books. Ensure consistency across the school by providing training for all staff.</p>	<p>EEF +5 months</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	2 & 4
<p>Continue to use the Accelerated Reader Programme to increase engagement and enjoyment of reading, particularly for the disadvantaged children.</p>	<p>EEF +3 months</p> <p>Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p>	4
<p>Involvement in the 'Reading Fluency' training programme and ongoing CPD provided by Ilsham English Hub.</p>	<p>EEF +6 months – Reading comprehension</p> <p>EEF Guidance Report – Improving Literacy in KS2</p>	2 & 4
<p>Improve the quality of social and emotional learning (SEL) across the school.</p>	<p>EEF Guidance report –Improving Social and Emotional Learning in Primary Schools</p> <p>There is extensive evidence associating</p>	2

Some SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48,500 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused speech and language intervention.</p> <ul style="list-style-type: none"> - TA (liaising closely with Speech and Language Therapist) supporting children with regular 1-1 sessions. 	<p>EEF +6 months</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	1
<p>Additional phonics and reading sessions targeted at disadvantaged pupils who require further support.</p>	<p>EEF +5 months</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	2 & 4
<p>Appoint an additional teacher to keep pupil numbers in the Year 1 and 2 classes low to allow for more focused time with each pupil.</p>	<p>EEF +2 months</p> <p>In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes.</p>	1, 2, 3, 4 & 5
<p>Teachers to provide school-led tutoring, under the National Tutoring Programme, for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>EEF +4 months</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	3 & 4
<p>Teachers and TAs to provide additional small group and 1:1 focused sessions to disadvantaged children.</p> <ul style="list-style-type: none"> - Conferencing provided for relevant children to raise attainment in Writing. - Pre teaching and 'No Nonsense Number Facts' sessions for maths. - Small Group Y6 interventions (Writing, Reading and Maths) <p>TAs to receive ongoing training.</p>	<p>EEF +4 months</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p>	3 & 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,500 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide additional pastoral support and intervention to ensure that the SEMH needs of all learners, but particularly the disadvantaged, are being supported through appropriate pastoral intervention and school-based experiences. These will include:</p> <ul style="list-style-type: none"> - Access to pastoral support - 'Reach to Teach' and personalised programmes - Forest School and gardening sessions for all children - Enrichment activities 	<p>Forest and Garden sessions Research highlights that children can benefit in a range of ways. Six themes emerged from school data of the positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding. http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/Forest-School-and-its-impacts-on-young-children_OBrien_Murray-2007.pdf</p>	5
<p>Additional targeted pastoral interventions including</p> <ul style="list-style-type: none"> - Employment of Educational Psychologist and Family Support Worker in order to ensure that children/families can receive prompt support and intervention when required. 	<p>Educational Psychologist Reports and evidence of progress between assessments. Case Studies from children who have benefited from FSW involvement.</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4 & 5

Total budgeted cost: £76,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum.

Achieving at least Age Related Expectation Summer 2021

	All pupils	Pupil Premium (without SEND)	Non Pupil Premium
Reading	72%	56% (71%)	76%
Writing	53%	25% (42%)	60%
Maths	61%	37% (55%)	67%

Percentage making at least expected progress in the academic year 2020-21

	All pupils	Pupil Premium (without SEND)	Non Pupil Premium
Reading	85%	78% (81%)	88%
Writing	83%	73% (84%)	85%
Maths	81%	70% (78%)	83%

Covid-19, and the subsequent lockdowns, disrupted all our subject areas to varying degrees and had a negative impact on all children. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Although we maintained a high quality of provision during times of home learning, our disadvantaged children were not able to benefit from the pupil premium funded improvements and targeted interventions to the degree we had intended.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are further building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.