

Pupil premium strategy statement

Landscape Primary School

This statement details our school's use of pupil premium funding, for the 2022 to 2023 academic year, 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 | 263 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2024 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | June 2023 |
| 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 | £83,360 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £83,360 |

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. Quality first 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.

We will:

- ensure disadvantaged pupils are challenged, at their level, in the work that they are set
- act early to intervene at the point that a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 2023/24.</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 50% 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: £10,000 (*approx.*)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Continue to provide CPD opportunities for all staff, with a particular focus on metacognition, to ensure that our children receive high quality first teaching. | EEF +7 months Quality first teaching is fundamental in the progress of all of our children. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. | 1, 2, 3, 4 & 5 |
| 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. | EEF +5 months Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. 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. | 1 & 4 |
| Continued CPD opportunities and support for all staff in order to promote the development of oral language skills. | EEF +6 months Oral language approaches include: targeted reading aloud and book discussion with younger children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; the use of book talk to explore new vocabulary; and the use of purposeful, curriculum-focused, dialogue and interaction. | 2 & 4 |
| Continue to use the Accelerated Reader Programme to increase engagement and enjoyment of reading, particularly for the disadvantaged children. | EEF +3 months 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. | 4 |

| | | |
|---|---|---|
| <p>Improve the quality of social and emotional learning (SEL) across the school.</p> <p>Some SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>EEF Guidance report –Improving Social and Emotional Learning in Primary Schools</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> | 2 |
|---|---|---|

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,000 (*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>Nessy interventions – working 1:1 with a teaching assistant</p> | <p>Selected children will access the Nessy programme to further enhance their phonic and reading ability. This is a short session that requires little time out of the classroom and children can access this at home as well.</p> | 1 & 2 |
| <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: £19,000 (approx.)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 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: <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</p> <p>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.</p> <p>http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/Forest-School-and-its-impacts-on-young-children_OBrien_Murray-2007.pdf</p> | 1 & 5 |
| Provide Learning Mentors | To ensure all children are emotionally secure and ready to learn. Targeted support for pupils with challenging behaviour or high anxiety. | 1 & 5 |
| Additional targeted pastoral interventions including <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. | Educational Psychologist Reports and evidence of progress between assessments. Case Studies from children who have benefited from FSW involvement. | 5 |
| Increase the amount of extracurricular clubs delivered by teachers. | We aim to increase the options on our extracurricular club menu because we know that learning goes beyond the classroom. Our priority for attendance at after school clubs is disadvantaged children. | 1 & 5 |
| Residential Trip Opportunity | We fund 25% of the cost of the residential trips for every PP child who would like to attend. This is to enable pupils to develop their team building skills, social skills, resilience, problem solving and cultural experiences. | 1 & 5 |
| Contingency fund for acute issues. | 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. | 1, 2, 3, 4 & 5 |

Total budgeted cost: £84,000

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.

Our internal assessments during 2021/22 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 2022

| | All pupils | Pupil Premium | Non Pupil Premium |
|---------|------------|---------------|-------------------|
| Reading | 73% | 56% | 77% |
| Writing | 54% | 37% | 57% |
| Maths | 64% | 44% | 71% |

Percentage making at least expected progress in the academic year 2021-22

| | All pupils | Pupil Premium | Non Pupil Premium |
|---------|------------|---------------|-------------------|
| Reading | 82% | 78% | 86% |
| Writing | 76% | 66% | 78% |
| Maths | 80% | 65% | 82% |

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted in the past two years, 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.