

## Pupil premium strategy statement

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	Landau Forte College Derby
Number of pupils in school	1135
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alison Brannick
Pupil premium lead	Dan Bloomfield
Governor / Trustee lead	Jasmin Bola

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,119
Recovery premium funding allocation this academic year	£40,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£305,009

# Part A: Pupil premium strategy plan

## Statement of intent

Landau Forte College is an inclusive community with a strong student centred ethos. Our aim is to provide equity for all students and remove the barriers to achievement such that all students are given equality of opportunity to achieve their full potential academically, emotionally and socially. We believe every young person deserves a world class education and we have a relentless determination to improve the life chances of our students.

The pupil premium funding is used to ensure this is the case for all students regardless of their background or personal circumstances. Our strategy is not a 'bolt on' approach, rather it is rooted in our whole school ethos, recognising that the barriers to achievement can be both complex and significant.

Specifically, the current three year Pupil Premium strategy (2019-2022) aims to improve the life chances of PP students by:

- Closing the Progress-8 and Attainment-8 gap between PP and non-PP students
- Closing the attendance gap between PP and non-PP students
- Closing the gap in the number of exclusions between PP and non PP students
- Providing pastoral and well-being support to PP students to build resilience
- Minimising the impact that the Covid-19 pandemic has had on PP students

Evidence shows that young people from disadvantaged backgrounds often face additional challenges in reaching their potential at school and often do not perform as well as their peers. The College has therefore adopted a tiered approach to Pupil Premium spending, focussing on strategies that have a track record in making the biggest difference, based on research conducted by the EEF and other such organisations as follows:

1. Teaching – ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving
2. Targeted academic support – including structured one-to-one or small group intervention to classroom teaching
3. Wider strategies – targeting the most significant non-academic barriers to success, including attendance, behaviour and social & emotional support

## Context

Attainment	2017-18		2018-19		2019-20*	
	PP	Non PP	PP	Non PP	PP	Non PP
Average KS2 APS per student	4.84	4.89	4.95	4.91	4.74	4.92
<b>Basics 9-5</b>						
% achieving 5+ in English and Mathematics	56.5	60.2	43.2	64.3	53.8	68.7
% achieving 5+ in English	76.1	72.6	68.2	80.0	71.2	80.0
% achieving 5+ in Mathematics	58.7	64.6	50.0	67.8	59.6	72.2
<b>Progress and Attainment</b>						
Average progress 8 score	0.42	0.57	0.34	0.79	0.66	0.74
Average attainment 8 score	53.08	55.38	53.33	56.89	52.50	57.38
<b>Progress and Attainment of Identified Student Groups</b>						
Boys P8	0.41	0.37	0.37	0.61	0.31	0.48
Girls P8	0.45	0.86	0.31	1.03	0.98	1.06
HPA P8	0.22	0.47	0.82	0.78	0.64	0.85
MPA P8	0.32	0.82	0.18	0.79	0.75	0.87
LPA P8	1.35	0.33	0.70	0.71	0.41	0.36
<b>Attendance</b>						
% attendance	94.4	96.4	96.3	97.6	95.0**	96.4**

\* 2020 data based on Centre Assessed Grades (CAG's)

\*\* Attendance figures were negatively impacted due to students self-isolating as a result of the Covid-19 pandemic. Data covers the period from August 2019 to February 2020, and excludes the period of enforced school closure which began on Friday 20 March 2020.

## Challenges

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

Challenge number	Detail of challenge
1	Limited literacy levels and range of vocabulary, linked to limited life experiences and availability of quality texts
2	Behaviour, emotional and social development needs
3	Impact of the Covid-19 pandemic
4	Attendance and punctuality
5	Limited wider experiences and development of cultural capital
6	Parental engagement

## 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
Improved progress and attainment, particularly for HPA boys	<b>Zero progress-8 and attainment-8 gap.</b> Lesson observations and work scrutiny show 'quality first' teaching which is 'word rich' and 'knowledge rich' with consistently high expectations between PP and non PP students. Specifically HPA PP boys make at least expected progress compared to their non PP peers
Improved attendance	<b>Attendance for PP students consistent with non PP students and is at least 97%.</b> Monitoring and intervention strategies are effective and deal with persistent absence
Improved behaviour and engagement	<b>Reduce the gap between the number of PP and non PP students who are excluded</b>
Minimise the impact of the Covid-19 pandemic	<b>Zero progress gap between PP and non-PP in all year groups.</b> Gaps in knowledge are identified and an effective catch up curriculum minimises impact of 'lost learning'

## 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

Budgeted cost: £ 105,000

Activity	Chosen approach/detail	Intended outcome	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching groups in English, Maths and Science	Smaller class sizes allow greater teacher focus on students; deployment of most appropriate teachers to these groups; intentional selection of students into these groups	Improved P8 and A8 in English and Maths	EEF Toolkit – Reducing class sizes (+2 months) EEF Research – The EEF guide to the Pupil Premium	1, 3
Quality first teaching and learning	Development of effective practice including: teaching to the top; scaffolding; deep questioning; adaptive teaching; retrieval learning; knowledge rich curriculum	Improved P8 and A8 across all subject areas	EEF Research – The EEF guide to the Pupil Premium EEF Toolkit – Individualised instruction (+4 months) Rising 3 year trend of A8 and P8 scores following whole school focus on quality first T&L; narrowing of PP gap	1, 3, 5
Challenging targets	FFT5 targets used; some PP have their target grades raised to ensure they are sufficiently aspirational	Reduce gap to zero between PP and non-PP students	RADY project research Rising 3 year trend of A8 and P8 scores as we have progressively moved from FFT20 to FFT5 target grades; narrowing of PP gap	1, 3

Accountability	Teachers know who PP are; seating plans consider placement of PP; team meeting focus; data analysis focus; learning walks, book looks and observations have PP focus; outcomes of deep dive observations are distilled within subject areas and shared with senior leadership team	Improved P8 and A8 across all subject areas; improved quality of teaching and learning; targeted interventions evident in observations and learning walks; quality of written work consistent between PP and non PP	Historical lesson observations, learning walks and book looks show consistent high quality teaching and learning with personalised strategies for PP students evident	2, 3
Literacy and Language development	Whole school focus on language acquisition and high frequency vocabulary, increasing cultural capital; careful selection and promotion of texts; understanding of subject specific vocabulary, including command words, developed	Increased language acquisition by PP students; understanding of command words leads to increased accessibility of assessments and improved accuracy of response; Improved P8 and A8 scores across all subject areas; reduce gap to zero between PP and non-PP students	EEF Research – The EEF guide to the Pupil Premium EEF Toolkit – Reading comprehension strategies (+6 months)	1, 5
Professional development for teaching staff and LSA's	August INSET (includes Landau Learner, lesson non-negotiables, quality first teaching); Monday evening CPD (includes Y11/13 progress meetings, academic literacy and vocabulary, effective T&L strategies etc.); Wednesday briefings (includes year group updates which have a PP focus); bespoke development programmes (includes practitioner progression programme, curriculum conservators, NPQ qualifications)	Improved quality of teaching and learning which includes effective strategies for PP students; reduce gap to zero between PP and non-PP students	EEF Research – The EEF guide to the Pupil Premium EEF Toolkit – Teaching Assistant interventions (+4 months)	1, 2, 3
Effective use of feedback	October INSET session on feedback strategies for SEND students; in lessons staff go to PP students first, prioritise their	Improved quality of teaching and learning which includes effective	EEF Toolkit – Feedback (+6 months) EEF Toolkit – Homework (+5 months)	2, 3

	marking and intentionally direct questions to them	strategies for PP students; reduce gap to zero between PP and non-PP students	EEF Toolkit – Oral language interventions (+6 months)	
SEND Review	External review to be carried out to evaluate quality of provision for SEND students	Improved outcomes for all SEND students	EEF – Special Educational Needs in Mainstream Schools Proven impact of reviews in previous years	2
Recovery curriculum	Curriculum reviews carried out by DOLs/CLs in response to Covid-19 pandemic to identify gaps in knowledge and missed learning; recovery curriculum deployed; updated curriculum compendium shows sequencing and links between subject areas	Curriculum logically and progressively sequenced to address gaps in knowledge and lost learning due to the pandemic	EEF Research – The EEF guide to the Pupil Premium	3

## Targeted academic support

Budgeted cost: £ 76,000

Activity	Actions	Intended outcome	Evidence that supports this approach	Challenge number(s) addressed
English and Maths focus groups	Deployment of most effective teachers to these groups; intentional selection of PP students into these groups	Improved P8 and A8 in English and Maths	EEF Toolkit – Reducing class sizes (+2 months) EEF Research – The EEF guide to the Pupil Premium	1, 2, 3
Post Covid-19 English and Maths tutoring	Small group input from subject specialists to address gaps in knowledge and lost learning time as a result of the pandemic	Identify and address gaps in knowledge; reduce gap to zero between PP and non-PP students	EEF Toolkit – Small group tuition (+4 months) EEF Toolkit – One to one tuition (+5 months)	2, 3

The Scholars Programme (Brilliant Club)	Tutorials delivered by PhD students to enable twelve Year 10 students to taste university style learning, visit competitive universities and exposure to subjects beyond the curriculum; significant percentage of PP students selected	Development of knowledge, skills and confidence to enable students to progress to the most competitive universities	EEF Toolkit – Mentoring (+2 months) EEF Toolkit – One to one tuition (+5 months) EEF Toolkit – Small group tuition (+4 months)	1, 2, 5
Learning support: peer mentoring	Trained sixth form students become 'learning advisors' and provide one to one mentoring to identified students in a range of subjects once a fortnight; mentoring programme for ERNI (numeracy), ERIC (literacy) and Science; significant percentage of PP students selected	Instilling a greater confidence and resilience developed; accelerated progress in subject being mentored; mentoring on breaking down words; sixth form role model positive behaviours	EEF Toolkit – Peer tutoring (+5 months) EEF Toolkit – Mentoring (+2 months) EEF Toolkit – Oral language interventions (+6 months)	1, 2, 3
Accelerated Reader	All Year 7/8 students and selected Y9 students participate; one session a fortnight allocated in English time in the College library with ICT for quizzing; profile enhanced by staff member designated 'Reading Champion' who has responsibility to lead	Reduced gap between a students' reading and chronological age; PP students literacy and vocabulary gap berries removed; students develop a love of reading; students access a wide range of books	EEF Toolkit – Reading comprehension strategies (+6 months)	1, 3, 5
Literacy Co-ordinator	Designated staff member to lead; will work with literacy ambassadors in subject areas to develop and launch literacy initiatives; testing of all Y7 to Y10 students to identify support needed with comprehension and vocabulary post Covid	Reduce the impact that Covid has had on reading and literacy levels; all teachers have data which is used to inform their planning; subject areas have literacy strategies embedded	EEF Toolkit – Reading comprehension strategies (+6 months) National Literacy Trust survey 2021	1, 5
Therapeutic support	Students access creative therapies on a weekly basis either as part of a planned	Improved emotional and mental well-being of participating students;	EEF Toolkit – Behaviour interventions (+4 months)	2, 3, 4

	intervention or while waiting to access other interventions.	improved behaviour, and attendance	EEF Toolkit – Social and emotional learning (+4 months)	
After school intervention	Ambitious schedule of Year 11 end of day intervention groups including all subject areas; groups streamed by ability in many subject areas; significant percentage of PP students chosen	Improved P8 and A8 across all subject areas; Reduce gap to zero between PP and non-PP students; gaps in knowledge and misconceptions addressed	EEF Toolkit – Small group tuition (+4 months)	3

## Wider strategies

Budgeted cost: £ 124,009

Activity	Actions	Intended outcome	Evidence that supports this approach	Challenge number(s) addressed
Thrive	Fully staffed, dedicated space to provide bespoke one to one support for students whose behavioural, emotional and/or social needs put them at risk of temporary or permanent exclusion	Students remain on College roll, continue to be educated and receive a range of qualifications; students at risk avoid permanent exclusion	EEF Toolkit – Behaviour interventions (+4 months) EEF Toolkit – Social and emotional learning (+4 months)	2, 4
Alternative Provision (e.g. Junction 16 and Kingsmead)	Funding for students at risk of permanent exclusion or who have been permanently excluded; placements can be on a part or full time basis	Students remain on College roll, continue to be educated and receive a range of qualifications; students at risk avoid permanent exclusion	EEF Toolkit – Behaviour interventions (+4 months)	2, 4
Provision of uniform, resources, breakfast etc.	Bespoke financial interventions ensure students can attend College on time, participate fully, correctly equipped and supported with the necessary resources	As stated in actions	EEF Toolkit – School uniform	2, 4

Travel funding	Funding of bus/travel passes for students to be able to use public transport to travel to College	Students are able to attend College every day and on time	Analysis of attendance and punctuality data	4
Educational visits	Broad visits offer which provide memorable learning experiences, build cultural capital and raise aspirations and awareness of future pathways (e.g. HE visits); funding used to enable PP student participation in all visits	All eligible PP students participating in educational visits; enhanced motivation to learn; clarity over future pathway options; building of cultural capital and memorable experiences	EEF Toolkit – Outdoor Adventure Learning EEF Toolkit – Social and Emotional learning (+4 months) EEF Toolkit – Arts participation (+3 months)	2, 5
Extension and enrichment, including subsidised music tuition	Exposure to a wide range of enrichment activities; ensure wide representation of PP students in activities, teams and clubs; increased number of students having peripatetic lessons	Development of non-cognitive skills such as resilience, self-confidence and motivation; building of cultural capital and memorable experiences	EEF Toolkit – Physical Activity (+1 month) EEF Toolkit – Arts participation (+3 months)	2, 5
Counselling	In house counsellor, working with the safeguarding and pastoral teams, available for individual appointments to support the health and wellbeing of students	Safeguarding and pastoral teams quickly and effectively provide counselling and support on a large range of issues	EEF Toolkit – Social and Emotional learning (+4 months)	2
Careers support	In house careers advisor to provide guidance both individually and to groups on future pathways and career paths; PP students prioritised	Students identified as disadvantaged or at risk of NEET receive focussed careers support from a specialist; appropriate and aspirational future pathways pursued	EEF Research: Careers education – making your mind up Gatsby Charitable Foundation – Good career guidance	5, 6
Show My Homework	All homework and tasks posted on SMHW; efficient communication between students, staff and parents enabled	PP students supported with personal organisation and time management; parental engagement enhanced; parents provide	EEF Toolkit – Parental engagement (+4 months) EEF Toolkit – Homework (+5months)	2, 6

		support in homework completion		
Attendance and punctuality	Attendance and pastoral teams work with students who have low attendance/poor punctuality; Personal Tutors monitor attendance weekly; interventions to raise attendance/punctuality; engagement with parent/carers and other stakeholders	No gap between PP and non PP attendance (97%) and punctuality	EEF Toolkit – Behaviour interventions (+4 months) EEF Toolkit – Parental engagement (+4 months)	2, 4, 6
Community events	Planned events such as the Christmas Fair which engage with parents, strengthening existing and developing new relationships	Increased engagement with parent/carers leading to greater support at home	EEF Toolkit – Parental engagement (+4 months)	6
Virtual Parent/carer Evenings	Virtual events allow greater participation; follow up with non-attendees to prioritise PP students; alternatives to virtual evenings offered to those without technology; phone support available on the night for those struggling to connect	All PP families receive either virtual feedback or are followed up following a parent/carer evening; repeated non-attendance followed up to ascertain barriers to attending	EEF Toolkit – Parental engagement (+4 months)	2, 4, 6

**Total budgeted cost: £ 305,009**

## 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.

The current strategy is having a demonstrable impact on outcomes, having further narrowed the Progress 8 gap between PP and non PP students to -0.04. Our headline attendance figures reflect the widespread disruption caused by the Covid pandemic and we know anecdotally that many of our vulnerable families have been hardest hit.

Performance measures were not applied for the 2020-2021 academic year, however the following progress and attainment data is based on the Teacher Assessed Grades (TAG's) that were generated. TAG's were based on a robust and rigorous process, details of which can be found on the College website (<https://landau-forte.org.uk/curriculum/examinations-2021/>).

Attainment	2020-21	
	PP	Non PP
Average KS2 APS per student	4.79	5.00
<b>Basics 9-5</b>		
% achieving 5+ in English and Mathematics	54.3	68.4
% achieving 5+ in English	84.8	88.9
% achieving 5+ in Mathematics	56.5	72.6
<b>Progress and Attainment</b>		
Average progress 8 score	0.92	0.88
Average attainment 8 score	55.04	60.34
<b>Progress and Attainment of Identified Student Groups</b>		
Boys P8	0.75	0.88
Girls P8	0.99	0.88
HPA P8	0.67	0.98
MPA P8	1.34	0.77
LPA P8	0.79	0.70
<b>Attendance</b>		
% attendance	94.0*	95.6*

\* Attendance figures for the 2020-21 academic year do not include the second period of enforced closure (January 2020 to April 2020).

In order to minimise the impact of the enforced school closures, partial re-openings and periods of student/bubble self-isolation, a raft of strategies were implemented as listed below. The pastoral support offered ensured we stayed in regular contact with all our students throughout periods of enforced closure, particularly focussed on our vulnerable and SEND students. We were able to maintain high levels of student and parental engagement throughout and identify and deal with any safeguarding issues. Strategies employed included:

- Increased capacity of the safeguarding team
- Weekly phone calls (all personal tutors made contact with their tutees throughout enforced school closures; pastoral heads and safeguarding team kept in contact with our most vulnerable students)
- Home visits
- Food vouchers (approximately 200 per week were distributed)
- Food parcels (delivered directly to families)
- Laptop and internet provision (over 160 laptops and 18 data SIM cards distributed)
- Equipment and materials provision
- Virtual LSA support (LSAs provided bespoke virtual teaching and well-being lessons)
- Virtual assemblies (whole year group messages communicated; student engagement through activities/competitions)
- MS Teams live streamed teaching
- Virtual parent/carer evenings (attendance increased when parent/carer evenings moved online; very positive feedback received regarding this new format)

As we were unable to fully realise the strategies planned for the previous academic year, due to the impact of the Covid-19 pandemic, many of our planned activities will continue into the current academic year as they have shown strong impact. This will allow us to build on the progress we were making.

Our main focus continues to be on quality first teaching and learning, as evidence shows this can have greatest impact, and subject areas have spent considerable time reviewing and reshaping the curriculum to address gaps in knowledge due to lost learning to ensure that all students make the progress that would be expected in a 'normal' year. This has been supported by whole school professional development sessions and continued monitoring of student well-being.