

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	1241
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> )	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
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	£341,600
Recovery premium funding allocation this academic year	£89,113
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	£430,713

## Part A: Pupil premium strategy plan

### Statement of intent

Landau Forte College is a safe, inclusive community with a strong student centred ethos. Our aim is to provide equity for all students, removing the barriers to achievement, such that all students are able to achieve their full potential academically, emotionally and socially. We believe young people deserve a high quality school experience we are relentless in our determination to improve their life chances.

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', rather it is rooted in our whole school ethos, recognising that the barriers to achievement can be complex and significant.

Our Pupil Premium strategy aims to improve the life chances of disadvantaged students by:

- Closing the Progress 8 and Attainment 8 gap
- Closing the attendance gap
- Closing the gap in the number of exclusions
- Providing pastoral and well-being support
- Developing literacy, reading and oracy skills
- Providing a rich offer of enrichment opportunities

Evidence shows that young people from disadvantaged backgrounds often face additional challenges and do not perform as well as their peers. The College has therefore adopted a 3 tier approach based on high quality teaching and learning, targeted interventions and wrap around support, focussing on strategies rooted in research that have a track record of improvement.

## Challenges

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

Challenge number	Detail of challenge
1	Lower literacy levels (reading age, writing and oracy)
2	Behaviour, emotional and well-being development needs
3	Lower attendance and punctuality
4	Limited life experiences, including extra-curricular opportunities at home
5	Parental engagement including how to support at home

## 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	Progress 8 and Attainment 8 scores are in line with their non-disadvantaged peers
Improved literacy levels	Narrowed gap in reading age; ability to decode texts accurately; 3 V's strategy embedded
Improved attendance and punctuality	Attendance and punctuality in line with their non-disadvantaged peers
Improved behaviour and engagement	Number of exclusions, detentions and negative behaviour points in line with their non-disadvantaged peers
Improved participation in visits and extra-curricular activities	Participation in extra-curricular activities in line with their non-disadvantaged peers
Improved parental engagement	Attendance to parent/carers and information evenings in line with their non-disadvantaged 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.

### Teaching

Budgeted cost: £130,000

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, 2
Quality first teaching and learning	Embedding consistently effective practice including: teaching to the top; scaffolding; deep questioning; adaptive teaching; retrieval learning; knowledge rich curriculum; literacy and oracy development	Improved P8 and A8 across all subject areas	EEF Research – The EEF guide to the Pupil Premium EEF Toolkit – Individualised instruction (+4 months) Our own rising trend of A8 and P8 scores; narrowing of gap	1, 2, 4
Challenging targets	FFT5 targets used; target grades reviewed individually; some disadvantaged students have their target grades raised to ensure they are sufficiently aspirational	Reduce P8 and A8 gap	RADY project research Our own rising trend of A8 and P8 scores; narrowing of gap	1, 2
Accountability	Teachers know who disadvantaged students are; seating plans consider	Improved P8 and A8 across all subject areas;	Historical lesson observations, learning walks and book looks show	1, 2

	placement of disadvantaged; data analysis focus; teachers and Curriculum Leaders accountable for progress of disadvantaged students; learning walks, book looks and observations have disadvantaged focus; outcomes of deep dive observations are distilled within subject areas and shared with Exec team	Consistent high quality of teaching and learning; targeted interventions evident in observations and learning walks; quality of written work consistent between disadvantaged and non- disadvantaged	consistent high quality teaching and learning with personalised strategies, where appropriate, for disadvantaged students evident	
Accountability meetings	Exam review meetings with CLs/ DOLs. Regular, calendared meetings take place between DOL English and Maths, AP for KS4, LM for English and Maths and AP for PP	Clear strategic priorities for development, focussed particularly on HPA PP boys; targeted in-class intervention strategies implemented; Sophisticated analysis of each target students' area for development and clear action plan devised to support them in achieving it	EEF Toolkit – Behaviour Interventions (+4 months)  Our own rising trend of A8 and P8 scores; narrowing of gap	1, 2
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 disadvantaged students; understanding of command words leads to increased accessibility of curriculum and improved accuracy of response in assessment; Improved P8 and A8 scores across all subject areas; reduced P8 and A8 gap	EEF Research – The EEF guide to the Pupil Premium EEF Toolkit – Reading comprehension strategies (+6 months)	1, 4
Professional development for	August INSET (includes Landau Learner, lesson non-negotiables, quality first teaching); Monday evening CPD (includes	Consistently high quality of teaching and learning which includes effective	EEF Research – The EEF guide to the Pupil Premium	1, 2

teaching staff and LSA's	Y11/13 progress meetings, academic literacy and vocabulary, oracy, shared T&L strategies etc.); Wednesday briefings (includes year group updates which have a disadvantaged focus); bespoke development programmes (includes practitioner progression programme, curriculum conservators, NPQ qualifications)	strategies for disadvantaged students; reduced P8 and A8 gap	EEF Toolkit – Teaching Assistant interventions (+4 months)	
Effective use of feedback	Book looks and session observations show high quality, incisive feedback, with time for students to respond; feedback strategies shared in whole school CPD; in lessons staff go to disadvantaged students first, prioritise their marking and intentionally direct questions to them	Consistently high quality written and verbal feedback given to students which includes effective strategies for PP students; misconceptions and gaps in knowledge identified and proactively addressed	EEF Toolkit – Feedback (+6 months) EEF Toolkit – Homework (+5 months) EEF Toolkit – Oral language interventions (+6 months)	2

## Targeted academic support

Budgeted cost: £110,000

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 disadvantaged 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
English and Maths tutoring	Small group input from subject specialists to address gaps in knowledge and identify	Identify and address gaps in knowledge; reduce gap to zero between	EEF Toolkit – Small group tuition (+4 months)	1, 2

	misconceptions as a result of the Covid pandemic	disadvantaged and non-disadvantaged students	EEF Toolkit – One to one tuition (+5 months)	
Fresh Start (Phonics)	Delivery of phonics programme to Y7 students who arrive 'below' or 'working towards' reading expectations, those from other year groups who have been identified through teacher referral, and students with a reading age of 2+ years below their chronological age	Reduced gap in reading age; students able to decode reading texts	EEF Research – Harlow Education Consortium (+3 months) EEF Toolkit – Phonics (+ 5 months)	1
Reciprocal reader	All students in Y7 to Y11 at tutor time; structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension; texts chosen with a focus linked to students' personal development; personal tutors receive training	Increased reading accuracy and pupil comprehension meta-cognition	EEF Research – FFT Literacy (+2 months)	1, 2
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
Accelerated Reader	All Y7-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, 2, 4

Reading strategies	Reading ages identified on seating plans for teacher to adapt delivery; reading strategies and bookmarks used in all subject areas; student Parliament creation of Landau Literacy Canon, promoting popular books and those that support SMSC and personal development of students; teacher promote love of reading with door display signs; subjects promote academic reading; Reading Champion identifies articles linked to curriculum which are set as termly homework	Teachers use reading ages to provide appropriate support and adaptation in lessons; reading strategy bookmarks use embedded in lessons to support students accessing texts; students reading academic texts which are linked to their learning	EEF Toolkit – Homework (+5 months) EEF Toolkit – Reading Comprehension Strategies (+6 months)	1, 4
Voice21 (Oracy programme)	Development of students' spoken language; gatherings for all year groups to explain oracy expectations; staff training to deliver oracy education effectively; oracy posters around College; oracy opportunities highlighted in subject tutor guides	Students able to express their thoughts and communicate effectively; narrow the gap with disadvantaged students spoken language development	EEF Toolkit – Oral Language Interventions (+6 months)	1, 2, 4
Therapeutic support	Students access creative therapies on a weekly basis either as part of a planned intervention or while waiting to access other interventions.	Improved emotional and mental well-being of participating students; improved behaviour, and attendance	EEF Toolkit – Behaviour interventions (+4 months) EEF Toolkit – Social and emotional learning (+4 months)	2, 4
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) EEF Toolkit – Extending School Time (+3 months)	2

## Wider strategies

Budgeted cost: £190,713



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, 3
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, 3
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, 3
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	3
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 disadvantaged 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)	1, 2, 4
Extension and enrichment, including	Exposure to a wide range of enrichment activities; ensure wide representation of disadvantaged students in activities, teams	Development of non-cognitive skills such as resilience, self-confidence	EEF Toolkit – Physical Activity (+1 month)	1, 2, 4

subsidised music tuition	and clubs; increased number of students having peripatetic lessons	and motivation; building of cultural capital and memorable experiences	EEF Toolkit – Arts participation (+3 months)	
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, 3
Careers support	Careers teaching across each year group in line with the Gatsby Benchmarks; all students in Y11 receive a 1:1 Level 6 careers appointment, with disadvantaged 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	4, 5
Show My Homework	All homework and tasks posted on SMHW; behaviour points and after school catch-ups logged on SMHW to facilitate efficient communication between students and parent/carers	Disadvantaged students supported with personal organisation and time management; parental engagement enhanced; parents provide support in homework completion; positive and negative behaviour points, and issued catch-ups in line with College proportions	EEF Toolkit – Parental engagement (+4 months) EEF Toolkit – Homework (+5months)	2, 3, 5
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 in attendance (97%) and punctuality for disadvantaged students	EEF Toolkit – Behaviour interventions (+4 months) EEF Toolkit – Parental engagement (+4 months)	2, 3, 5

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)	5
Virtual Parent/carer Evenings	Virtual events allow greater participation; follow up with non-attendees to prioritise disadvantaged students; alternatives to virtual evenings offered to those without technology; phone support available on the night for those struggling to connect	No gap in attendance with disadvantaged families; appointment booking monitored before each evening; reaching out to disadvantaged families beforehand to ensure attendance; repeated non-attendance followed up to ascertain barriers to attending	EEF Toolkit – Parental engagement (+4 months)	2, 3, 5

**Total budgeted cost: £ 430,713**

## 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.

Summer 2023 outcomes for Year 11 are shown below.

34% of the cohort were Pupil Premium.

Indicator	PP	Non-PP
Progress 8	0.00	+0.56
Attainment 8	50.52	56.03
Students achieving 4+ in English and Maths	83%	76%
Attendance	92.7%	94.5%

The national figure for *all* students in England following the EBacc pathway is 39%. Our curriculum offer is broad and ambitious and this is evidenced by 51% of our Pupil Premium students following the EBacc pathway in Year 11, which is nearly identical to the number of non-Pupil Premium students following it.

Educational visits provide students with rich, memorable experiences and develop their cultural capital. 53 visits took place last year, with 87% of all students participating in at least one visit. Our Pupil Premium student participation mirrored the College proportion, reflecting our determination to identify and address barriers to participation.

Some visits linked directly to the academic curriculum (theatre visit – a play that students were studying in English), others aimed to raise aspiration (Russell group university visits) or contributed to character and life skills development (local food bank project visit).

Our programme of sporting and non-sporting enrichment activities also provided a diverse range of experiences. 70% of students participated in at least one of 51 organised activities (ranging from gardening club, LGBTQ+ group, footsal, boxfit, performing arts and reading group), with Pupil Premium student participation again mirroring the College proportion.

Developing strong relationships with families is crucial in maintaining excellent support, attendance and outcomes for students. We continued with the virtual format for our parent/carer evenings. Our pastoral team worked hard both before and after each evening to ensure that over 90% of both Pupil Premium and non-Pupil Premium families either attended or received subject specific feedback following each evening.