

# Pupil premium strategy statement – Landau Forte College

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1058 (Years 7 to 11)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Alison Brannick, Principal
Pupil premium lead	Dan Bloomfield, Assistant Principal
Governor / Trustee lead	Jasmin Bola

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,509
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£345,509

## Part A: Pupil premium strategy plan

### Statement of intent

Educational disadvantage includes all students who are at risk of underachieving due to the impact of their personal circumstances. The barriers to achievement can be complex and significant and may include low levels of aspiration, language development, reading comprehension, cultural and social capital, wellbeing, parental support and engagement. We apply this view of educational disadvantage to any student facing such barriers, regardless of whether they are in receipt of the Pupil Premium.

It is important to us that our strategy is rooted and embedded in our whole school ethos, with all staff recognising the part they play, rather than a bolt on set of activities delivered by a few. While this strategy document lists the 'formal' activities for addressing educational disadvantage, the reality is that for each student it is the combination of a 'thousand small interactions' which make the difference – and it is vital that these happen all day, each day whether in the classroom, corridors, extension clubs, visits, or parent evenings.

Research indicates that we can make the biggest impact to the largest number of students by focussing on what happens in the classroom; hence effective teaching and learning is at the heart of our approach. The ongoing professional development of our teachers and learning support staff is key to this. Additionally, acquisition and development of language, reading comprehension and effective oracy skills underpin a student's ability to access and make sense of the curriculum and the world around them. We therefore focus on these across all aspects of the curriculum.

We aim to be strategic in our support of those facing educational disadvantage, using a wide range of data and observations to understand students' needs and how best to respond. This includes robust formative and assessments, walkthrough's and observations, the student voice and feedback from parent/carers. The earlier we can identify issues, the sooner we can take action to address them. We also aim to be responsive to new and emerging needs, and reflective of the strategies we implement.

We are relentless in our determination that all students who are facing educational disadvantage, irrespective of background or personal circumstances are able to thrive and make excellent progress academically, emotionally and socially. Facing educational disadvantage should not mean low attainment or a restricted curriculum that lacks ambition.

We believe our approach provides a benefit for all students while, at the same time, recognising that those facing educational disadvantage will receive the biggest benefit.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>The attainment of disadvantaged students is lower on arrival to the College compared to non-disadvantaged students.</b> This is evidenced from CAT scores achieved by students, where disadvantaged students have a lower mean CAT score and there are a larger percentage below the SAS National Average. NFER scores similarly show an attainment gap</p>
2	<p><b>Overall attainment and progress is lower for disadvantaged students compared to their non-disadvantaged peers.</b> This is evidenced from Attainment 8 and Progress 8 scores at the end of Year 11.</p>
3	<p><b>Disadvantaged students have lower levels of reading comprehension than their non-disadvantaged peers.</b> This is evidenced from STAR reading test data which shows a difference in reading age of 2 to 8 months, depending on the year group. The impact of this is felt in every subject, with students finding it more difficult to apply background knowledge and vocabulary to draw inference and tackle longer written response questions successfully.</p>
4	<p><b>Disadvantaged students' attendance is lower than their non-disadvantaged peers.</b> This is evidenced through attendance data (2% gap in the 2023-24 academic year) and persistent absence attendance data (13% gap). Our own internal analysis shows a clear link between attendance and attainment outcomes.</p>
5	<p><b>Our own observations suggest that the social confidence and cultural capital of our disadvantaged is more limited compared to their non-disadvantaged peers.</b> This is evidenced through anecdotal observations by staff, lesson observations, feedback from the student voice and analysis of participation in educational visits, extension and enrichment activities. This impacts how students are able to decode the academic curriculum and limits the contribution that students are able to make to the wider school community.</p>
6	<p><b>Disadvantaged students' attendance to parent/carer evenings is slightly lower than their non-disadvantaged peers.</b> This is evidenced from analysis of attendance data over time to parents' evenings. This impacts the ability of parent/carers to support their children at home, and they miss the 'wrap around' provision that face-to-face parents evenings provide. Positive participation also enhances a sense of belonging and deepens relationships, which provide far-reaching benefits.</p>
7	<p><b>Findings from national research, internal data, student voice feedback and discussions with families point to a rise in social, emotional and mental health issues with students.</b> These challenges can particularly affect disadvantaged students, and manifest in a variety of ways including anxiety, depression and low self-esteem. The impact of this is felt in academic outcomes, attendance and participation in wider enrichment activities.</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
Progress and attainment which is above the national average	By the end of our current plan in 2026/27: <ul style="list-style-type: none"> <li>• Positive progress 8 score for disadvantaged students for each of the 3 years covered by the strategy.</li> <li>• Top quartile for progress made by disadvantaged students amongst similar schools.</li> <li>• Percentage of disadvantaged students following the EBacc pathway to closely mirror the College proportion.</li> </ul>
High reading, writing and oracy levels	By the end of our current plan in 2026/27: <ul style="list-style-type: none"> <li>• Smaller disparity between the attainment of disadvantaged students and non-disadvantaged students on reading assessments.</li> <li>• Attainment in English Language for disadvantaged students which is above the national average for non-disadvantaged students.</li> </ul> Evidence at the end of 2024/25 to include: <ul style="list-style-type: none"> <li>• Session observations, book scrutiny.</li> </ul>
Attendance levels which are above the national average	By the end of 2024/25: <ul style="list-style-type: none"> <li>• Gap in attendance between disadvantaged and non-disadvantaged students to be significantly lower than national benchmarks.</li> <li>• Reduction in persistent absence among disadvantaged students from 2023/24 levels.</li> </ul>
High levels of engagement to parents evenings	Evidence at the end of our current plan in 2026/27 to include: <ul style="list-style-type: none"> <li>• Sustained engagement and participation at parents' evenings of our disadvantaged families which closely mirrors College proportions.</li> <li>• Survey results from parents.</li> </ul>
High levels of engagement to an improved offer of cultural and social capital experiences	Evidence at the end of our current plan in 2026/27 to include: <ul style="list-style-type: none"> <li>• Participation of disadvantaged students in educational visits, extension and enrichment activities closely mirrors the College proportions.</li> </ul> Evidence at the end of 2024/25 to include: <ul style="list-style-type: none"> <li>• Extension and enrichment activities linked to BEST ME and promoted to students.</li> </ul>
Achieve and sustain high levels of wellbeing	By the end of 2024/25: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, parent surveys and teacher observations demonstrates high levels of wellbeing.</li> <li>• Feedback from external agencies and College counselling service shows positive impact of SEMH strategies.</li> </ul>

## 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: £87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop and enhance our curriculum planning and resources to best meet the needs of our disadvantaged students.</p> <p>We will use DfE Research Reviews and external consultants to reflect latest research in our planning. We will fund staff training, provide protected time for leaders and teams and invest in resources to achieve this.</p>	<p>A series of reviews by Ofsted looking at the research evidence currently available about different curriculum subjects:</p> <p><a href="#">Curriculum Research Reviews</a></p>	<p>1,2,3,4,5</p>
<p>Ensure that all staff understand the challenges and impact that educational disadvantage has on students, and how they can reduce those barriers in their role.</p> <p>We will fund and provide training so that all staff understand the challenges and strategies available to them.</p>	<p>The <a href="#">EEF Implementation Guidance Report</a> which provides research and evidence based approaches to implementing the Pupil Premium effectively.</p>	<p>1,2,3,4,5,6,7</p>
<p>Improve reading comprehension and literacy across all subject areas.</p> <p>We will provide professional development and protected planning time to develop teachers' knowledge and skills.</p> <p>We will use research based resources including EEF Improving Literacy in Secondary Schools.</p>	<p>The EEF guidance report on <a href="#">Improving Secondary Literacy in Secondary Schools</a> provides recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.</p>	<p>1,2,3,5</p>
<p>Develop oracy across all subject areas and build students' confidence in public speaking. This will include planned and purposeful opportunities for student discussion.</p> <p>We will provide professional development and planning time for curriculum development.</p> <p>We will use research based resources including EEF Improving Literacy in Secondary Schools.</p>	<p>The EEF guidance report on <a href="#">Improving Secondary Literacy in Secondary Schools</a> provides recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.</p>	<p>1,2,3,5</p>

<p>Make effective use of assessment in order to identify issues early, and allow for targeted intervention.</p> <p>We will provide professional development for all staff on effective formative and summative assessment.</p> <p>We will support leaders in interpreting their assessment data, including regular reviews of progress, and devising next step strategies.</p>	<p>High quality data allows accurate diagnoses to be made about individual students and student groups, from which effective intervention strategies can be delivered.</p> <p>In the classroom, the EEF Toolkit suggests 6 months of progress can be added through providing students with effective feedback.</p>	1,2,3,5
<p>Ensure whole College 'in class strategies' that address educational disadvantage are embedded in all lessons.</p> <p>We will use training sessions and staff briefing to maintain awareness, and session observations to monitor their implementation.</p>	<p>The <a href="#">EEF Implementation Guidance Report</a> which provides research and evidence based approaches to implementing the Pupil Premium effectively.</p> <p>The EEF Toolkit provides evidence of months added when strategies are deployed effectively.</p>	1,2,3,4,5

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

Budgeted cost: £103,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide small group intervention in English and Maths to those whose attainment is low or who are falling behind.</p> <p>We will use academic tutors to provide high quality specialist input, with disadvantaged students significantly represented.</p>	<p>EEF Toolkit Individualised Instruction suggests +4 months progress added.</p> <p>EEF Toolkit Small Group Tuition suggests +4 months progress added.</p>	1,2,3,4,5
<p>Improve reading comprehension and literacy with structured programmes and initiatives.</p> <p>Examples of initiatives we will fund include: reading and phonics programmes for students (e.g. Accelerated Reader and Fresh Start). We will provide staff with reading age data from ART reading tests. All students in Y7 to 11 will participate in Reciprocal Reader at Tutor Time. Sixth Form mentors will support younger students with reading. Our Library Manager will have leadership</p>	<p>EEF Toolkit Small Group Tuition suggests +4 months progress added.</p> <p>EEF Toolkit Oral Language Interventions suggests +6 months progress added.</p> <p>EEF Toolkit Phonics suggests +5 months progress added.</p> <p>EEF Toolkit Reading Comprehension Strategies suggests +6 months progress added.</p>	1,2,3,4,5

responsibility for promoting literacy College wide.		
Provide access to creative therapies to those who need emotional and social support or support with academic achievement. We will fund specialist training and qualifications to staff to be able to deliver these.	EEF Toolkit Social and Emotional Learning suggests +4 months progress added. EEF Toolkit Mentoring suggests +2 months progress added.	1,2,4,5,7
Provide an extensive programme of start and end of day subject interventions. Disadvantaged students will be prioritised when allocating students to subject interventions.	EEF Toolkit Small Group Tuition suggests +4 months progress added.	1,2,3,4,7
Provision of support for the successful completion of homework for all students, particularly disadvantaged students.	EEF Toolkit Homework suggests +5 months progress added. EEF Toolkit Extending School Time suggests +3 months progress added.	1,2,3,4,7
Provide intervention to a small group of Year 7 students whose prior attainment makes it challenging to access the curriculum. We will use qualified teaching staff to provide high quality input and provide protected time for curriculum planning.	EEF Toolkit Small Group Tuition suggests +4 months progress added. EEF Toolkit Social and Emotional Learning suggests +4 months progress added.	1,2,3,4,5,7

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

Budgeted cost: £155,509

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to continue to use DfE's guidance on improving school attendance, and work with families with low attendance (including home visits, personalised support plans and parents evening meetings).	EEF Parental Engagement suggests +4 months progress added. EEF Report – <a href="#">Working with Parents to Support Children's Learning</a>	1,2,4,7
Provision of social, emotional and mental health (SEMH) support including: counselling, mental health and wellbeing. We will use training for school staff and specialist services provided by external agencies.	EEF Report – <a href="#">Support Children's Health and Wellbeing</a>	4,5,7

<p>Provision of 'Thrive' for those students who are at risk of temporary or permanent exclusion due to behavioural, emotional or social needs. We will use funding to provide a fully staffed, dedicated space and staffing capacity to allow for the development of curriculum.</p>	<p>EEF Report – <a href="#">Support Children's Health and Wellbeing</a>  EEF Behaviour Interventions suggests +4 months progress added.  EEF Social and Emotional Learning suggests +4 months progress added.</p>	<p>1,2,5,7</p>
<p>Mixed economy of virtual and in-person parent/carer evenings which include a well-planned 'wrap around offer' to provide families with the information and support necessary. This includes staff time to seek creative ways of engaging with our disadvantaged families.</p>	<p>EEF Parental Engagement suggests +4 months progress added.</p>	<p>4,6</p>
<p>Extension, enrichment and visits offer which provides cultural capital experiences and develops social confidence, in line with our BEST ME character education. This includes funding for students to ensure those students who are disadvantaged can participate.</p>	<p>EEF Arts Participation suggests +3 months progress added.  EEF Physical Activity suggests +1 months progress added.</p>	<p>4,5,7</p>

**Total budgeted cost: £345,509**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that, while there continues to be a stubborn gap between disadvantaged and non-disadvantaged students, our disadvantaged students are performing well.

Compared with national benchmarks our disadvantaged students are, on average, making significantly better progress than the overall figure nationally for disadvantaged students, and indeed even when compared against non-disadvantaged students nationally. The 2024 Progress 8 score for our disadvantaged students was +0.27. This is higher than the Progress 8 score for non-disadvantaged students nationally. Our non-disadvantaged students achieved a Progress 8 score of +0.43, so a gap of 0.16. This is significantly smaller than our historical norm.

Our overall EBacc entry rate was 67.2%, with the figure for disadvantaged students being 58.4%. Both of these figures are significantly above national benchmarks, and we continue to both provide an ambitious and rigorous curriculum for our disadvantaged students which is appropriate to their needs.

Whilst we remain relentless in our determination to completely reduce the gaps in progress and attainment between disadvantaged and non-disadvantaged students, we equally note the significant achievement that this year's outcomes represent. This is encouraging and provides a strong platform for continued development.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that attendance of our disadvantaged students was 93.0%, which is significantly above the national figure of 88.9%. There remains a 2.1% gap in attendance compared to our non-disadvantaged students which we continue to work hard to reduce though, again, this gap size is significantly smaller than the national figure.

Disadvantaged students are still overly represented in our suspensions. 47% of suspensions were for disadvantaged students, which comprise 31% of the school population. Overall and positive behaviour points given to our disadvantaged students matched the College proportion, though 35% of 'red' behaviour incidents were given to disadvantaged students, which is a little higher than the College proportion. We continue to closely monitor these figures and seek to put in place every possible intervention to reduce these.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations in the many of our intended outcomes for the previous 3 year strategy period. We now embark on our next 3 year strategy period, having carefully

reflected on the progress made so far. We have updated the challenges we face, having consulted a range of quantitative and qualitative data and observational indicators. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Further information (optional)

### **Planning, implementation, and evaluation**

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. A Trust Review conducted by an external consultant included a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class, book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also consulted strategy statements from schools with higher progress and attainment outcomes to see what we could learn.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also participated in training provided by the DfE and a one day conference organised by our local Research School.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

Our current Year 7 cohort contains a significant increase in students in receipt of the Pupil Premium – 47% compared to historical figure of around 30%. The impact of this is unclear at present, but we intend to monitor and review progress, attendance, behaviour and other metrics to ensure our strategies for disadvantaged students lead to outcomes which are consistent with other year groups. We will adjust our plan over time to secure better outcomes for students if necessary.