



School Overview

Detail	Data
School name	Landkey Community Primary Academy
Pupils in school	194
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£29,590
Academic year or years covered by statement	2019-2022
Publish date	September 2021
Review date	September 2022
Statement authorised by	Kate Fairbrother
Pupil premium lead	Lucy Mardling
Governor lead	Annette Hennessy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1,345 x 12	£29,590
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£32,780

Landkey Community Primary Academy: Pupil Premium Strategy Statement 21-22

Statement of Intent

At Landkey Community Primary School, disadvantaged pupils are given the opportunity to achieve through providing a broad and balanced curriculum. We encourage them to become lifelong learners who discover their passions and their talents and fulfil their potential. Research shows that disadvantaged pupils can face numerous barriers before they begin their school journey and our aim is to remove these.

‘Put simply, a child’s socio-economic background – things they can’t choose like the street they grew up on and how much their parents earn – have too much of an impact on how well they do at school and the choices they have later in life.’ Teach First website

Our ultimate aim is to prevent this becoming a truth for our disadvantaged pupils and providing them with the tools they need to excel.

Challenges

Challenge number	Detail of challenge
1	A high percentage of our disadvantaged pupils have SEND (many of these pupils having multiple or complex needs)
2	Poor speech and language
3	The performance of our disadvantaged pupils is not consistent across the school.
4	The gap between writing results compared to reading and maths is too wide
5	Our disadvantaged pupils can often present with low self-esteem and low aspirations
6	Our disadvantaged pupils do not always start school with the same rich and varied life experiences that their peers may have
7	There are a high percentage of pupils with social, emotional and mental health needs within this group

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Intended Outcomes

Intended Outcome	Success Criteria
<p>Overall: To ensure the gap between children receiving the Pupil Premium Grant and all other children continues to close and the current level of achievement is at least maintained.</p>	<p>Disadvantaged pupils with SEND (many of these pupils having multiple or complex needs) will make better progress and have better outcomes.</p>
<p>Overall: Teachers continue to deliver quality first teaching and become increasingly skilled at planning effective provision for those children with identified barriers to learning.</p>	<p>Quality first teaching will ensure the performance of PPG pupils is consistent across school. (PPG pupils perform well by the end of year 6 but do not convert from expected at the end of EYFS to expected standard at the end of KS1.) The gap in progress between writing compared to reading and maths will begin to close.</p>
<p>Teaching: Teaching is consistently good across the school and across the curriculum and all pupils make good progress.</p>	<p>The gap between PPG pupils and their peers will close. All PPG children make good progress and have the opportunity to explore their talents and passions.</p>
<p>Teaching: The introduction of the new curriculum inspires and motivates all children to do their best. It improves attitudes, attainment to learning and prepares them to be global citizens.</p>	<p>All children will gain experiences which broaden their horizons and give them an understanding of the world. Subject leaders will become experts in their area Teachers will be well supported in delivering a broad and balanced curriculum Pupils will be engaged and inspired by the new curriculum</p>
<p>Targeted academic support: Focus on improving speech, language and communication skills and to identify speech and language needs with appropriate intervention implemented as early as possible. There is a range of high quality talk in the classroom and oracy is key to planning and outcomes. Questioning is of high quality and moves children's' learning on.</p>	<p>Teachers will know how to deliver the curriculum to SEND pupils ensuring good progress Speech and Language needs will be identified early and intervention will be timely and focussed Struggling writers will be identified and intervention timely and focussed Class teachers will be confident in meeting the needs of disadvantaged pupils with complex needs Early reading will be taught effectively and any struggling pupils identified early and intervention timely and focussed.</p>
<p>Targeted academic support To develop the skill set of staff with the aim of having specialists in each area of SEND to support both pupils and staff.</p>	<p>PPG pupils with SEND will make good progress due to quality first teaching and effective intervention</p>

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<p>Teachers and teaching assistants work together to plan effective intervention that helps to close gaps and improve progress.</p>	
<p>Wider strategies: To ensure disadvantaged pupils social and emotional needs are met through the use of Thrive, Oasis club and mentoring.</p>	<p>Disadvantaged pupils will have good self-esteem, will be ready to learn and perceive themselves as learners. Disadvantaged pupils will have rich and varied experiences which add breadth and quality to their learning experience. Social, emotional and mental health needs will be addressed in the most effective way for the individual</p>
<p>Wider strategies: To ensure that PPG have equal access to a varied and rich curriculum, offering a range of opportunities that may not otherwise be experienced. (including trips, residential trips, music tuition and sporting activities)</p>	<p>All pupils will have the opportunity to play an instrument. All pupils in upper KS2 will be given the opportunity to attend a school residential. School trips and visits will broaden experiences and improve the knowledge of all pupils thus removing barriers to learning. Interventions to support social, emotional and mental health needs will be in place throughout the school. Staff will be confident in supporting the social, emotional and mental health needs of all pupils.</p>

THE PUPIL PREMIUM TIERED MODEL

1 Teaching

Professional development
Support and training new members of staff and early career teachers
Coaching and mentoring for all staff
Training and support for curriculum leaders



2 Targeted academic support

Structured interventions – particularly focusing on SLCN, literacy and maths needs

Small group tuition

One to one support

3 Wider strategies

Social and emotional support /intervention

Extra-curricular opportunities and the embedding of our new curriculum that will include rich and meaningful learning opportunities that broaden the experiences of all pupils.



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Activity in this academic year

Teaching

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge numbers addressed
New SENCo – start SENCo award	NA	1) 2) 5)
Early reading weekly training for all reading team	Validated programme	3)

Targeted academic support

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge numbers addressed
Fresh Start intervention and RWI phonics intervention for those pupils not achieving ARE at end of KS1	Validated programme	3) 4)
Mentoring and attachment training – relational behaviour	Various research and evidence from schools using this approach	5) 7)
SLT(school-led tutoring – focus on writing, specific focused intervention based on individual needs. Class teachers to work with their own pupils	Quality first teaching – focused intervention to meet needs of individual. EEF – promising results of tutoring (+3mths)	4)
RWI 1 to 1 tutoring (early reading)	Validated programme	3)

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Wider strategies

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge numbers addressed
All PPG pupils in Y5 and Y6 given opportunity to attend residential trip	Previous residential trips proven to be positive for pupils	6)
Intervention for emotional needs	Work on relational behaviour	7)

Total budgeted cost: £33,000

Review of outcomes in the previous academic year (see Impact Review for costings)

Teaching:	Target	Outcome
Writing To improve the numbers of PPG achieving expected in writing at the end of KS1 and KS2 and across the school. To improve the progress of PPG pupils	Predicted targets – 8/20 achieving at least ARE (3 pupils making accelerated progress) To improve on progress score (-0.58)	Teacher assessment 20.21- 6/18- 33% No progress measures
Reading To improve the number of pupils who achieve in the phonics screener and convert to ARE in reading To improve the number of pupils who achieve ELG and convert to ARE at end of KS1	Target for 19.20: 67% of PPG achieve at ARE or above.	Reading 20.21- 7/18 – 39%
Maths To improve numbers of PPG achieving in maths	Predicted whole school target: 60% of pupils achieving ARE in maths	Maths 20.21 – 9/18 – 50%
To ensure high attaining PPG achieve GDS at end of KS1 and KS2	Reading: 3 GDS Writing: 2 GDS	Reading: 0 GDS Writing: 0 GDS

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Maths:3 GDS

Maths: 1 GDS

Teaching Outcomes

All subject leaders attending Trust network groups – progression statements written for each subject area
Staff working in curriculum teams to create long term plan for new curriculum.
Subject leaders working with teachers to ensure progression
Covid impacted on cultural capital
Oracy staff meeting held and teachers trialling different activities

Targeted academic support

NELI adopted and intervention run in EYFS – 4 pupils. All pupils when tested on Language Link met age appropriate level
All children in Y1 and Y2 assessed using Language Link and intervention implemented. Only 2 children did not make accelerated progress. Those pupils will continue next year.
Speech and Language consultation with new SENCo in preparation for Sept 21
Class teachers running focused intervention for children who did not make expected progress due to lockdown

Wider strategies

ELSA programmes bought in to address separation anxiety, social skills, emotions and worry.
Whole class set of instruments bought to improve music curriculum