

Pupil premium strategy statement

This statement details our school trust use of pupil premium (and recovery premium for the 2023 to 2024 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 the effect that last year's spending of pupil premium had within our school trust is held on the individual websites of each of the individual schools within the Trust. 2021-2024 is the first year we have written a one school trust pupil premium strategy statement.

School overview

| Detail | Data |
|---|--|
| School Trust name | Learning Academy Partnership |
| Number of pupils in school | 2022 |
| Proportion (%) of pupil premium eligible pupils | 28.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | 1 st December 2022 |
| Date on which it will be reviewed | 1 st December 2023 and 1 st Dec 2024 (completed on individual websites. Next review 1 st December 2024) |
| Statement authorised by | Tracey Cleverly |
| Pupil premium lead | Evie Semmens |
| Governor / Trustee lead | Jo Tisdall |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £642,640 |
| Recovery premium funding allocation this academic year | £75,770 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| 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 | £718,410 |

Part A: Pupil premium strategy plan

Statement of intent

Our School Trust is committed to ensuring that every disadvantaged pupil receives the best possible education and that gaps in outcomes are closed in all key outcomes. We want our disadvantaged pupils to flourish in all aspects of their education. The disruption children and young people have faced to their education during the pandemic has been extensive nationally and will likely have profound consequences. Attainment and educational progress particularly for those disadvantaged has been affected, but so too has their emotional and social development.

This pupil premium strategy plan aims to close the considerable gaps in attainment as a result of the pandemic and mitigate the impact of the pandemic on children's lives.

The key principles of this strategy plan is to build sustainable, long-term support in order to overcome the barriers of:

- *Rebuilding a culture of good attendance*
- *Support for the increasing number of families going into crisis*
- *Younger pupils (Early Years and KS1) and, in particular, Early Reading*

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1 | Attendance rates have fallen. |
| 2 | Gap has widened in all outcomes in early reading outcomes for eligible pupils |
| 3 | Gap has widened in Writing outcomes for eligible pupils |
| 4 | Significant increase in the number of eligible children and families going into crisis |
| 5 | Significant widening of gaps for younger eligible pupils (EYFS and KS1) |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| A culture of good attendance is re-established across the school trust | More pupils are in school more of the time. Absence rates of eligible pupils are in line with national in all schools across the school trust and persistent absenteeism for eligible pupils is below nationals across the school trust |
| Gaps in early reading outcomes for all eligible pupils are closed. The bottom 20% in reading are targeted in a timely way to ensure that all pupils are reading by 6. | Gaps in early reading outcomes for eligible pupils are reduced to less than 10% across the school trust in the first year and in line with by the end of the third year. |
| Gaps in writing across the school trust for all eligible pupils are closed at both expected and greater depth. | Gaps in Writing outcomes for eligible pupils are reduced to less than 10% across the school trust in the first year and in line with by the end of the 3rd year |
| A full time Family Support/Safeguarding Lead works with eligible pupils and families. Pupils and families are supported in a timely way to ensure that disruption to education is minimised and barriers are overcome. | Gaps that have arisen due to barriers experienced by the most disadvantaged pupils are closing and eligible pupils are in school, supported and ready to learn. |

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: £482,215

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Embed a whole school trust approach to the development of early reading through increased rigour and data analysis of the bottom 20% at more regular intervals and targeted external support and CPD for all teachers of reading and coaching for reading leaders. Investment in a school trust offer (external Systematic Synthetic Phonics provider to provide data around the lowest 20% and development days, coaching and precision teaching, 1:1s) | EEF guidance and reports ' <i>further research confirms young pupils' achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households remains wide</i> ' <i>The CST recommends using EEFs tiered methodology which is why we have looked at whole school approaches, targeted approaches and wider strategies.</i> <i>High quality teaching for all remains the single biggest priority. We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom (Prof Becky Francis, CEO,EEF)</i> Previous outcomes for those disadvantaged within our school trust (pre pandemic) | 2 |
| Creation of and recruitment of a full-time family support/Designated Safeguarding Lead | Evidence based data from within details that there is an increase in pupils and their families falling into crisis mirroring what is seen nationally. Intervening early has the best chance of enabling our pupils and families to be successful. | 4 but impact will be on all |
| Establish a whole school trust approach to the teaching of writing through investment in a central English role and writing programme | Having a consistent approach to writing will directly improve the quality of provision and thus focus on Quality First Teaching. As evidenced above the EEF clearly states that improving the quality of teaching in every classroom is essential for all pupils but more so those eligible | 3 |
| Development of a school trust wide approach to pedagogy to support all pupils but particularly those eligible through regular and iterative CPD and | EEF National research – Rosenshine's principles Improving the quality of teaching in every classroom through ongoing high quality CPD | 2,3,5 |

| | | |
|--------------------------------|--|--|
| an incremental coaching offer. | | |
|--------------------------------|--|--|

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

Budgeted cost: £80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Embed precision teaching and 1:1 coaching support in the teaching of early reading and maths through reading leader CPD/Development Days and incremental coaching with an early reading and fluency in Maths focus. Ensure that all teachers and support staff have the relevant professional development to ensure effective CPD | EEF guidance reports on effective teaching and 1:1 case studies Teacher Development Trust case studies Work as a National English Hub and PD leads in Maths Hubs EEF reports which state that all CPD must be regular and iterative. | 2 and 4 |
| | | |

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

Budgeted cost: £50,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------|---|-------------------------------|
| Re-establish robust culture around | EEF guidance, https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf Attendance best practice, Improving school attendance: support for schools and local authorities (DfE guidance 2021) Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) | 1 |

| | | |
|---|--|--|
| <p>good attendance through ensuring that an early approach for attendance is followed consistently which results in more children being in school more of the time.</p> | | |
|---|--|--|

Total budgeted cost: £718,410

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 2023 to 2024 academic year.

| Intended outcome | Impact | | | | | | | | | | | | | | | | |
|---|--|-----------|-------------------------|-----------|-------------------------|--------------------|-----|-----|-------|------------------------|-------|-------|-------|--------------------------|-----|-------|-------|
| A culture of good attendance is re-established across the school trust | <p>The school has a dedicated attendance leadership team who support our families at the time of need to support an increase in understanding of strong attendance, the effects of poor attendance on the child and helps to remove barriers for the family through the school or external early help where possible. The school attendance leadership team have worked to develop a clear strategy for tackling attendance across the school with fortnightly meetings to identify target pupils before they fall. The attendance team also conduct a summary meeting each half-term to analyse trends in attendance for groups of pupils and make changes accordingly. The impact of the actions of the attendance team is demonstrable in the attendance data improving since 2022/2023.</p> <table border="1"> <thead> <tr> <th></th> <th>2022-2023</th> <th>2023-2024</th> <th>2024-2025 (Autumn term)</th> </tr> </thead> <tbody> <tr> <td>Overall attendance</td> <td>93%</td> <td>96%</td> <td>95.3%</td> </tr> <tr> <td>Persistent absenteeism</td> <td>24.5%</td> <td>12.2%</td> <td>16.7%</td> </tr> <tr> <td>Pupil premium attendance</td> <td>84%</td> <td>90.6%</td> <td>88.2%</td> </tr> </tbody> </table> <p>At the time of the review, there are 2 pupil premium pupils, 1 of whom is a persistent absentee).</p> | | 2022-2023 | 2023-2024 | 2024-2025 (Autumn term) | Overall attendance | 93% | 96% | 95.3% | Persistent absenteeism | 24.5% | 12.2% | 16.7% | Pupil premium attendance | 84% | 90.6% | 88.2% |
| | 2022-2023 | 2023-2024 | 2024-2025 (Autumn term) | | | | | | | | | | | | | | |
| Overall attendance | 93% | 96% | 95.3% | | | | | | | | | | | | | | |
| Persistent absenteeism | 24.5% | 12.2% | 16.7% | | | | | | | | | | | | | | |
| Pupil premium attendance | 84% | 90.6% | 88.2% | | | | | | | | | | | | | | |
| Gaps in early reading outcomes for all eligible pupils are closed. The bottom 20% in reading are targeted in a timely way to ensure that all pupils are reading by 6. | <p>Test pass mark and end of year 1 outcomes sustained above nationals at 83.3%. The reading leader has ensured that the teaching of reading is consistently strong and ongoing monitoring ensures that rapid intervention is put in place to close gaps swiftly. Our reading leader in school is a specialist reading teacher working as part of the Ilsham English Hub and supports staff with professional development and coaching to ensure that teaching and learning is the highest quality and all eligible pupils, including the bottom 20%, make progress from their starting point. There are additional 1:1 interventions daily for children identified in the bottom 20% to close their bespoke gaps in knowledge and help them to make accelerated progress. We work closely with an external Early Reading leader to quality assure our approach and ensure that our provision is tailored to supporting the needs of all pupils.</p> | | | | | | | | | | | | | | | | |

| | |
|---|---|
| <p>Gaps in writing across the school trust for all eligible pupils are closed at both expected and greater depth.</p> | <p>We are beginning to close the gap for eligible pupils achieving the standard in writing and impact has been seen this year from our new writing approach. The professional development for staff has focused on pedagogy, specifically modelling and scaffolding this year, as well as beginning to support teachers in 'deepening the moment' to enhance children's writing. At the end of Key Stage Two, 2023-2024 outcomes were:</p> <p>50% Expected 0% Greater Depth This is based on 2 pupils. No PP children in this cohort.</p> |
| <p>A full time Family Support/Safeguarding Lead works with eligible pupils and families. Pupils and families are supported in a timely way to ensure that disruption to education is minimised and barriers are overcome.</p> | <p>The safeguarding leads, SENDCo and family support worker work closely together with each other to ensure that they have a clear understanding and joined up knowledge of the families, children and behaviours in school. The school vision leads the deep understanding of and championing of a culture of inclusion for all pupils and families. The senior leadership team to work closely with our most vulnerable pupils – our biggest area of need is supporting children with SEMH needs. The impact of the work from the team is evident in the attendance of pupils despite the barriers that they face. This support work dovetails with a whole school approach which ensures that we track and monitor the engagement of eligible pupils in extra-curricular activities so that we can provide more opportunities.</p> |