



Lancot
Academy

Lancot School

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	Lancot School
Number of pupils in school	406 with Nursery 380 without Nursery
Proportion (%) of pupil premium eligible pupils	Funding for 58 children (15%) without Nursery 14% with Nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	SLT
Pupil premium lead	Lyndsey Robertson-Forge
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76940
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£76940

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in all core subjects.

Achieving These Objectives.....

Challenge number	Detail of challenge
1	<i>Lack of Parental engagement</i>
2	Not all PP children are at ARE so expected progress is not closing the attainment gap. PP children need to make accelerated progress across all subjects.
3	Lack of aspiration and ambition
4	Mental Health
5	Financial deprivation faced by some of our PP families

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
All Pupil Premium children are at ARE or exceeding in reading.	All PP children are making above expected progress. Principles of RADY are embedded in school to promote high attainment for disadvantaged learners.
All Pupil Premium children are at ARE or exceeding in writing.	All PP children are making above expected progress. Principles of RADY are embedded in school to promote high attainment for disadvantaged learners.
All Pupil Premium children are at ARE or exceeding in maths.	All PP children are making above expected progress.

	Principles of RADY are embedded in school to promote high attainment for disadvantaged learners.
Phonics screen will see the same level of PP pass rate compared to their non-disadvantaged peers.	All PP children will pass the phonic screening test. Principles of RADY are embedded in school to promote high attainment for disadvantaged learners.
Disadvantaged children will have excellent attendance in school.	Ensure attendance of disadvantaged students is above 95%
Children will have cultural capital opportunities via our creative curriculum and industry tracker to promote aspirations.	'Draw Write' tracker will indicate aspirational goals for all children.
Engage all disadvantaged families in school life and their children's academic progress.	To communicate with all disadvantaged parents each half term as a minimum. Encouraged attendance at homework club, support the weekly foodbank and the purchase of school uniform etc via parent questionnaires.

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: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic Leadership from PP Lead	The provision for Pupil Premium children should be co-ordinated and linked to the SIP and SEF. PP children should be a focus group during all pupil progress meetings.	1, 2, 3, 4, 5
<i>Implementation of RADY principles throughout the school Training for staff to support the implementation and ensure that principles become embedded in practice</i>	RADY is a research informed approach to improving outcomes for disadvantaged learners in schools. It is delivered by training sessions from Challenging Education and being endorsed by Central Bedfordshire Council School Improvement Team.	1
<i>Improving Social and Emotional learning in school</i>	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Actively engage with parents to support this at home and at school.	1,2,3,4,5

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

Budgeted cost: £ 17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rewards for PP children who regularly read at home, parents attend consultations and complete homework or attend homework club.</i>	97 studies indicate that parental engagement can have a really strong impact on progress.	1,2,3
<i>At least termly meet and greet with all PP</i>	Evidence suggests there is a positive impact on positive dialogue between	1,2,3,4,5

<i>parents/carers by class teacher regardless of parents evening attendance.</i>	home and school on academic outcomes.	
<i>PP Homework Club 1 x evening per week. Encourage parents to attend.</i>	97 studies indicate that parental engagement can have a really strong impact on progress. Homework can have a positive impact on learning (+5 months) on average. Some pupils may not have a quiet space for home learning.	1,2,3
<i>'Bookmark' reading Volunteers</i>	Opportunity for children to read with an adult on a 1:1 basis. The EEF states: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	1,2,3
<i>Helicopter model to deploy TA's and provide targeted interventions</i>	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.	2,3,4
<i>Lexia Licenses</i>	Reading Comprehension strategies and phonics are high impact (+6 months) on average and are a crucial component of early reading instruction.	2,3,4
<i>Phonics & writing interventions across KS1</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence that it is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2,3,4
<i>Writing opportunities across the curriculum.</i>	Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.	2,3
<i>Cultural capital opportunities to raise</i>	Financial support to enhance cultural capital.	2,3,4,5

<i>aspirations of all children.</i>	Some students have a narrow experience outside of school. Providing additional opportunities is an important step in enhancing students experience beyond the curriculum	
<i>Maths interventions KS1</i>	The EEF states that small group tuition, when planned and delivered in close connection with the class teacher, can deliver +4 months progress.	2,3,4
<i>Reading interventions KS2</i>	The EEF states that small group tuition, when planned and delivered in close connection with the class teacher, can deliver +4 months progress.	2,3,4
<i>KS2 More able writing Group</i>	Writing across the curriculum opportunities based on a planned school experience. This happens in school for all years groups but we will plan an additional opportunity for year 5.	2,3,4
<i>KS2 Maths workbooks</i>	Homework can have a positive impact on learning (+5 months) on average. Some pupils may not have a quiet space for home learning. £150	1,2,3

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

Budgeted cost: £ 43000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS2 (PP) children have their own laptop at home.</i>	<p>A survey of over 7,000 teachers by the Sutton Trust found that 15% of teachers in the most deprived schools said that their students would not have adequate access to an electronic device for home learning and 12% felt their students would not have adequate internet access. Pupils from middle-class homes (30%) were more likely to take part in daily online activities compared with working-class pupils (16%).</p> <p>The EEF states: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress As such, children will be supported to access digital technology when learning at home. Where this is not possible, paper copies of work with</p>	1,2,3,5

	the same learning goal will be provided to support the continuation of learning at home.	
<i>Weekly foodbank</i>	<ul style="list-style-type: none"> - Huge increase in people claiming benefits due to the Covid-19 pandemic. - Child poverty has increased significantly this year. - There were 4.3 million children living in poverty in the UK in 2019-20. That's 31 per cent of children, or nine in a classroom of 30. (Child Poverty Action Group National Statistics) - 	1,4,5
<i>Commando Joe</i>	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. All staff have had training and thorough CPD.	1,2,3,4
<i>Breakfast Club & After School Club</i>	In addition to providing academic support, we aim to provide stimulating environments and activities to develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. This also helps with greater levels of engagement and attendance.	1,2,3,5
<i>Free ASC activity per week</i>	<p>Arts participation approaches can have a positive impact on academic outcomes across other areas of the curriculum. Arts engagement is valuable in itself and participation in the arts should be seen as a benefit beyond maths or English outcomes.</p> <p>Arts participation + 2months gain Outdoor adventure learning +4 months gain Sports participation + 2 months gain</p>	1,3,4

<i>Pupil Support Assistant for behaviour.</i>	To support early intervention and de-escalation strategies. The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. According to <u>figures</u> from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.	2,4
<i>Nurture Group and associated Lead Nurture Lead training</i>	The Nurture Group will provide Social and emotional learning interventions. This will help to maintain high expectations of social interactions which are consistent across the whole school. This will help with pupil engagement and outcomes across all areas of learning.	2,3,4
<i>School Uniform</i>	Children will adhere to the school uniform policy.	4,5
<i>Pupil Leadership Scheme</i> <i>Industry Tracker</i> <i>'Draw your Future' tracker</i>	"Low aspirations, particularly with disadvantaged students is a huge barrier to learning and opportunities later in life" (Sutton Trust). - Staff CPD - 'Aspirations will also be embedded into our curriculum.	2,3,4
<i>Attendance Lead to track all absence of PP children in a strategic way</i>	Poor attendance impacts on learning, self esteem and peer relationships. - Strategic use of Educational welfare officer - Rigorous tracking of attendance for all children.	

Total budgeted cost: £ 73000

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.

2020-2021

All Pupil Premium children were offered a place at school during periods of National Lockdown. Most families accepted this provision and those who didn't received the following;

- *Weekly welfare calls*
- *Access to technology*
- *On-line learning - live teaching*
- *Digital provision map for cultural capital experiences*
- *FSM vouchers*

All of our PP children made progress during 2020-2021, however this was not at the rate that we hoped for. We are using Catch up and the PP grant to try and improve the rate of progress for all disadvantaged students. All PP children received a 'Book a box' each term to support reading during lockdown.

	Reading	Writing	Maths
Year 2	80%	70%	30%
Year 3	90%	60%	80%
Year 4	20%	0	20%
Year 5	63%	36%	45%
Year 6	55.5%	66%	44%

Attendance on Google classroom was high and all PP children accessed learning during periods of lockdown or self isolation.

Attendance in ASC's greatly improved and most of our PP accessed at least one club after school. We are aiming to improve this provision this year and have more continuous attendance rather than on an ad hoc basis.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Fearless Queens	Mindful Brain
Commando Joe	Commando Joe

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

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