

2019-2020 Pupil Premium Review of Expenditure

1. Summary of Pupil Premium Funding 2019-2020						
School	Landgate School and College				Type of SEN (eg. C&L / C&I / SEMH / P/S)	ASC including; C&I / C&L / SEMH / P&S
Academic Year	2019/2020	Total PP budget	Total PP budget (including CLA, Service Children):		Date of most recent PP Review:	September 2019
			Primary: 33	September 19- March 20: £34,533		
			Total	£59201		
Total number of pupils	100	Number of pupils eligible for PP	(funded April 2019 March 2020) 48 48%		Date for next internal review of this strategy	December 2019

1. Learner attainment September 2019

2019-2020	<i>Pupils eligible for PP</i>				<i>Pupils not eligible for PP</i>			
% achieving targets in English	Reading	Writing	Spoken		Reading	Writing	Spoken	
	78%	65%	82%		100%	94%	100%	
% achieving targets in maths	Geometry	Measure	Number	Statistics	Geometry	Measure	Number	Statistics
	80%	80%	74%	79%	85%	90%	75%	95%
Average progress 8 score	n/a				n/a			
% achieving 1 A*-G grade	n/a				n/a			

1. Current attainment 2019-2020

The current data is taken from January 2020, this is reliable data prior to Covid 19.

2019-2020		Pupils eligible for PP				Pupils not eligible for PP			
% achieving targets in English		READING	WRITING	SPOKEN	READING	WRITING	SPOKEN		
	KS1	100%	100%	100%	100%	100%	100%	100%	
	KS2	87%	83%	83%	87%	100%	87%		
	KS3	86%	86%	36%	100%	77%	77%		
% achieving targets in maths		GEOMETRY	MEASURE	NUMBER	STATISTICS	GEOMETRY	MEASURE	NUMBER	STATISTICS
	KS1	100%	100%	100%	100%	100%	100%	100%	100%
	KS2	95%	92%	90%	95%	100%	62%	87%	96%
	KS3	93%	93%	91%	100%	100%	100%	100%	93%
Average progress 8 score		n/a				n/a			
% achieving 1 A*-G grade		n/a				n/a			

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

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| A. | Low English levels on entry based on chronological age affecting progress and self-esteem. |
| B. | Low mathematics levels on entry based on chronological age affecting progress and self-esteem. |
| C. | Learners require support with engagement, attention, and expressive communication, this affects progress in all subject areas. |

External barriers

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| D. | Learners have a range of external factors that affect school attendance, this impacts on their progress, emotional and social experiences. |
| E. | Learners have limited experiences of outdoor learning, this limits their understanding of the world around them and their scientific inquiry |
| F. | Learners have a range of external factors that affect their physical and emotional wellbeing including resilience and aspiration. |

Review: 2019-2020 aims and outcomes

Quality First Teaching

The Pupil Premium Strategy plan has been impacted by Covid 19 and while learners are being supported through home learning, strategies have not been implemented as expected. Strategies have been implemented flexibly.

Aim	Outcome
<p>All staff develop subject knowledge and pedagogy for planning and delivering the curriculum to all learners.</p>	<p>Triangulated monitoring including; learning walks and work sampling indicates teachers are strengthening their subject knowledge and pedagogy in planning and delivering learners at all stages across the curriculum. Reading CPD evaluations indicate 88% found training highly informative, stating 'new information learned and highlights importance of consistent approach'. Data input and Pathways data indicates that next steps is to further strengthen staff subject knowledge of overcoming maths number misconceptions and scaffolding to extend. In addition to this, pathways data indicates further pedagogy in Early Reading. Data input and staff voice highlights whole school phonics training for staff confidence in delivering phonics to all learners.</p>
<p>D and C. Parents develop skills and strategies to support learner attendance, learner engagement, attention and expressive communication.</p>	<p>Parents have been invited to attend a number of parent groups including engaging learners in English and maths at home. Parents have been provided through Covid 19 home learning packs individualised to their child's stage of learning. Parents have also been provided with a general home learning pack including wellbeing, OT and SALT strategies, functional maths and English activities to develop learner independence within the home. Parents have received regular updates on Class Dojo and have been sent a summer pack with activity ideas. Learners transition into post 19 provision has been supported through virtual meetings. Next steps (informed by careers) is to support parental engagement with Preparing for Adulthood to promote parents being informed, confident and feel they have a voice in their child's future.</p>
<p>E. All staff develop knowledge, understanding and confidence to deliver Outdoor Learning cross-curricular opportunities.</p>	<p>Monitoring including Twilight evaluations, learning walks, Earwig sampling and learner voice highlight staff have developed confidence delivering Outdoor learning cross-curricular learning opportunities, informed by research and pedagogy. Duke of Edinburgh and Pathways Twilight promoted outdoor learning aims and impact and provided staff with active learning opportunities. Staff voice highlighted 100% found the session informative, stating the session was "excellent, very enjoyable activities, can see the impact of D of E in school". Session evidence indicates learners made progress in their walking distance, independence of getting dressed in appropriate clothing and using their leadership and teamwork skills.</p>

	Staff home learning included Forest School learning. Forest School CPD had to be rearranged due to Covid 19, this will take place next year to achieve the aim of further strengthening pedagogy regarding Outdoor Learning and refining Landgate's Outdoor learning opportunities.
F. There is a whole school culture of promoting positive emotional mental health, Landgate is an Emotionally Friendly School.	CPD included AHT attended SEMH cluster meetings, Trauma Informed INSET training, Nurture specialist books ordered and picture books to support learner emotional wellbeing. Secondary Pastoral Manager led Zones of Regulation sessions for learners identified by Boxall data. Learner voice indicates learners felt they could express themselves and were starting to try to do the strategies themselves to help them. Learning walks highlighted an increase in classrooms with Zones on display. 2020-2021 key priorities are for Zones to be rolled out whole school and identified staff to become Mental Health First Aiders. Home learning including Embedding Nurture, Achievement and behaviour have provided staff with subject knowledge and strategies.
F. Art Therapy interventions improve learner self-esteem and self-expression	Expressive Arts provided learners with art based activities to support their emotional wellbeing in a safe, calm space. Intervention data indicates learners' progress was rapid after the initial first term when trust and confidence was being developed. Identified learners also made expected progress in Art. Staff voice indicates learners were noticeably calmer after their intervention. 2020-2021 priorities are for Art Therapy CPD for identified staff, whole staff Art Therapy CPD, audit and replenish resources. The Expressive Arts offer will be refined further through Expressive Art blurb. Home learning indicates learners engaged with activities that promoted expression through Art. Intervention HLTA led an Art competition using different mediums, 10% of learners and families engaged with this and showcased their work virtually.
A. Learners make outstanding progress towards their English targets as staff are confident in planning and delivering phonics to learners across school.	£8486.12 Pupil Premium Funding was allocated to; 13 ipads, protective cases and Prologo2go licences, 2 individual learner electronic devices, Prologo2go licenses and protective cases. This enabled staff to promote learner independence with communication with 1 additional ipad per classroom. Staff voice indicated an increase in learner confidence to communicate in class using electronic device. Quotes for Phonics whole staff CPD received but postponed to 2020-2021 due to Covid 19. This is a priority for 2020-2021. SALT targets and phonics focused activities included in home learning packs.
B. Learners make outstanding progress towards their end of year target in maths	STEM CPD promoted Numicon for being an accessible resource for applying maths. Learners provided with active maths home learning activities. Numicon quotes gathered for CPD but postponed due to Covid 19. Overcoming misconceptions and extending number understanding through Numicon interventions is a priority for 2020-2021. Next steps are to order more Numicon sets and arrange postponed CPD.
A. Learners make outstanding progress towards their English targets, learners are able to perform what they want to write and use this as a structure for	Ipads Prologo 2 go support learners forming sentences, removing the barrier associated with using pencil. Staff have accessed Colourful Semantics CPD delivered by SALT to support learners writing. Adventure trips accessed by classes to promote writing from an experience. Learner voice from Adventure trips indicated 'it

writing.	was so good I want to go again!' Talk for Writing CPD rescheduled for 2020-2021 due to Covid 19. Boardmaker CPD to enable staff to create symbols to support learners forming ideas and sentences delivered, evaluations indicated 95% of staff found it highly effective.
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Targeted Approaches

The Pupil Premium Strategy plan has been impacted by Covid 19 and while learners are being supported through home learning, strategies have not been implemented as expected.

Aim	Outcome
A and B. Learners make outstanding progress towards their end of year targets in core subjects	<p>Data input indicates learners made good progress towards achieving their end of year targets in core subjects. HLTA £17821 led Targeted Intervention which focused on learners being supported within the classroom to help them keep up rather than fall further behind and have to catch up.</p> <p>Covid 19 has impacted on the data input however, every 3 weeks learners receive 2 homework packs. 1 homework pack is tailored to their individual learning stage while the other homework pack is a focus on functional skills, OT and SALT, wellbeing and Outdoor Learning. Leads regularly add to Class Dojo with ideas and storytime and a Summer pack scaffolds learners to avoid the loss of key skills. Outdoor toolkits to be ordered 2020-2021 as Trim Trail area is in the process of being developed.</p>
D. Persistently absent learners make outstanding progress across all curriculum areas.	<p><i>See above regarding data</i></p> <p>Pastoral have weekly check ins with parents and regularly email. Learners who are identified as vulnerable have a place in school. The end of 2019-2020 attendance report will highlight key learners to monitor attendance 2020-2021.</p>
C.Learners have increased self- confidence and resilience as a result of Expressive Arts	<p>Out of PP budget, £314.31 was allocated to Expressive Art resources. Earwig evidence of Expressive Arts intervention shows learner increased confidence from starting points. Learners are now confidently sharing their work independently with others, wanting to celebrate their achievements.</p>
C.Learners communicate expressively and have increased levels of self-confidence	<p>£3300 Pupil Premium budget allocated to Fun box Jo to promote learners expressive language and develop signing and vocabulary. Learners participated in fun, current songs, learned all signs and then performed them together. Learner voice indicates learners enjoy Fun box Jo, session evidence shows progress of learners regarding increased engagement over time, confidence in participating and being able to sign consistently</p>

	throughout. Covid 19 impacted sessions but learners were still able to participate virtually.
A and B.Learners in secondary develop fluency in using maths and English in the community	Identified KS3/Ks4 learners accessed Maths and English in the Community intervention weekly. Learners were responsible for their own money and accessed a range of shops and cafes. Intervention evidence highlights that learners developed independence using money and communicating their order. Learners accessed the library. Learners achieved AQA pre entry unit awards. 2020-2021 KS3/4 community intervention for identified learners to continue in 2020-2021.
C. Learners engage for increased periods of time in all subject areas, therefore making outstanding progress towards their targets.	Pathways data highlights identified learners have accessed appropriate interventions to support access to curriculum including Targeted Intervention, Best Start to the Day and Mini D of E. Staff home learning included Tuff Tray, Fundabidozi, Scaffolding vs. Prompt to promote learners engaging for increased periods of time in all subject areas. 2020-2021 strategy will aim to further develop this.
E. Learners have increased opportunities for Outdoor Learning, developing an increased understanding of the world, resilience and perseverance.	Mini D of E provided learners with a timetabled morning (once per term) to access an expedition. The intervention is underpinned by the fundamental skills learners need to develop to be able to confidently access Duke of Edinburgh in KS4. Learner voice indicated learners felt proud of themselves. Staff voice indicated they would like further outdoor opportunities included in the curriculum. Forest School L3 lead CPD was postponed due to Covid 19, this will be rearranged for 2020-2021. Staff voice from Forest School home learning indicated they found it valuable, 'at Landgate we also recognise how we can nurture meaningful experiences for lifelong impact for our learners by creating meaningful learning environments which engage our learners and create a sense of curiosity'. In addition to this, 2020-2021 priority is to refine the Mini D of E offer and timetable. Home learning packs promoted outdoor learning opportunities, learners shared their achievements and activities were adapted for learners shielding.

Wider Outcomes

The Pupil Premium Strategy plan has been impacted by Covid 19 and while learners are being supported through home learning, strategies have not been implemented as expected.

Aim	Outcome
C and F.Learners make outstanding progress towards their aspirational targets as a result of self-	Boxall Online £150 informed learners requiring support to self-regulate their emotions. Learners accessed Zones of Regulation and made outstanding progress, therefore Zones of Regulation will be rolled out whole

<p>regulating their emotions.</p>	<p>school from September 2020. Identified learners access tailored Health and Wellbeing sessions, intervention data highlights progress in developing strategies to self-regulate. 2020-2021 strategy plan to include all learners having a Boxall profile and target setting with teachers to support learners developing self-regulation and outstanding progress academically.</p>
<p>F.Learners are ready to learn and make outstanding progress towards end of year targets due to Best Start to the Day club.</p>	<p>Out of PP budget; £23600 HLTA, Nurture room sofa £229, Health and wellbeing resources including games £85.89 Triangulated monitoring including session observations, learner and staff voice and session evidence indicates learners make outstanding progress from starting points during Best Start to the Day club. Learners have identified responsibilities, know structure and expectations, try new foods, sit and have breakfast together and play a game with a maths or English focus. 2020-2021 strategy plan to refine Best Start to the Day offer.</p>
<p>C.Learners make outstanding progress towards their aspirational targets, attend school and engage well across the curriculum.</p>	<p>Pathways data highlights targeted support meeting provided for learners to encourage engagement across the curriculum. Intervention and behaviour data such as Best Start to the Day, Mini D of E, Targeted Support intervention highlights increase in engagement with curriculum from starting points. 2020-2021 strategy plan to support Ks3/4 learners with aspirational targets for life after Landgate. Home learning packs and Class Dojo updates have encouraged parents to share learner engagement with home learning. £150 of PP budget was allocated to Nurture theory books to support staff CPD.</p>
<p>F.Learners have increased confidence, resilience and apply strategies promoting success in all areas across the curriculum.</p>	<p>Pathways and behaviour data indicates identified learners have increased confidence and resilience due to interventions such as Best Start to the Day, Expressive Arts, Health and Wellbeing, Targeted Intervention, Fun Box Jo and Rebound Therapy. Staff voice highlights learners are ready to learn after the interventions and therefore are able to access their lessons, promoting success across the curriculum. Home learning including Embedding Nurture and Achievement and Behaviour have provided staff with pedagogy to embed this further.</p>
<p>F.Learners develop an understanding of the wider world.</p>	<p>£894.25 Pupil Premium Funding was allocated to Adventure Trips with the aim of providing learners with exciting, adventure experiences that motivated learners to do a writing piece of work, look at photographs from the trip together. Adventure days included; Sensorial, Imagine That, SPACE and the cinema. 82% of learners were able to access a trip before Covid, therefore 2020-2021 strategy plan will continue this to ensure all learners get the same opportunity. Learner voice indicated they enjoyed their day so much that they 'wanted to go again!'</p>

Total Budget Spending

Total Budget Spent Quality First Education: £8486.12
Total Budget Spent Targeted Approaches: £21435.31
Total Budget Spent Wider Outcomes: £24,880.15
Total Budget Spent Overall: £54,801.58
Remaining to carry over 2020-2021: £4399.42