

Pupil Premium Strategy Statement

2020 2021

School overview

Metric	Data
School name	Landgate School
Pupils in school	106
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	Pupil Premium allocation 2020-2021 (including CLA/Service Children)
	£55645
	Pupil Premium Remainder 2019-2020
	£2228
	£57873
Academic year or years covered by statement	2020 - 2023
Publish date	September 2020
Review date	December 2020, April 2021, July 2021 (strategy will be updated every September)
Statement authorised by	Kathy Claxton - Head of School
Pupil premium lead	Heather Swift- Assistant Head
Governor lead	Elaine Brash - Chair of Governors

Barriers to Success for Disadvantaged learners at Landgate

English		
All learners' attainment upon entry to Landgate is below age related expectations in English. Learners have significant communication needs, this affects all areas of the curriculum. 7% of learners are EAL, learners have identified communication difficulties which impacts on their achievement and attainment in English and across the curriculum		
Writing		
2019-2020 % achieved writing target	PP	Non PP
	68%	97%
Input 2 2020-2021	95%	100% (6% exceeding)
Learners find it challenging to plan and translate what they want to say in writing. Learners become focused on the transcription rather than content and struggle to write for an audience. Learners can have limited personal experience to draw upon and write about. In addition to this, learners also have motor, coordination and sensory challenges with writing implements. This leads to an over reliance on using whiteboards and copywriting		

Reading		
2019-2020 % achieved reading end of year target	PP	Non-PP
	85%	97%
<p>Decoding- learners have limited ability to correctly map sounds to letters and letter combinations, making it difficult to decode written text. This causes a barrier to being able to comprehend the text. Learners have a limited vocabulary and this can cause frustration and cognitive overload.</p> <p>Comprehension- learners face challenges with limited personal experiences to be able to have prior knowledge to relate to the content of the text. Learners struggle to follow the story structure, pick up on references and make inferences, they take figurative language literally.</p>		
Spoken Language		
2019-2020 % achieved spoken language end of year target	PP	Non-PP
	68%	90%
<p>Expressive-learners have challenges using language to express their thoughts and feelings using words and gesture.</p> <p>Receptive- learners have challenges to hear, draw on their vocabulary to understand and interpret others spoken language</p>		
Maths		
All learners attainment upon entry to Landgate is below age related expectations in mathematics.		
Number		
2019-2020 % achieved maths number end of year target	PP	Non-PP
	80%	80%
<p>Number understanding- learners have gaps and misconceptions in the 6 main areas that underpin children's understanding of maths; cardinality and counting, comparison, composition, pattern, shape and space and measure. This can lead to learners having over reliance on using fingers to help them. Learners struggle to move from physical representation to visual and abstract.</p> <p>Problem solving- learners have executive functioning barriers and find organising the order of operations challenging, holding onto one piece of information while manipulating information from another step, attending to relevant information in the question and perseverance. Learners also struggle to comprehend word problems, leading to using an inaccurate method.</p> <p>Maths anxiety- learners can be affected by maths anxiety, a negative emotional reaction to maths. This can have impact including feelings of helplessness, panic and mental disorganisation when faced with a maths problem. Maths anxiety can lead to stress, low self-esteem and low social mobility in adults.</p>		
Developing Independence		
Accessing the Community		

Learners have limited opportunities outside of school to transfer their maths and English skills to real-life situations (e.g. spending money in a shop), this creates a barrier to applying maths in everyday life and being confident in new environments and accepted as an active member of their community.
Low Aspirations
Learners have limited independence upon entering Landgate, learners struggle to organise and plan their day, have responsibilities and consequently feel anxious and have low aspirations for Life after Landgate
Healthy Growth
Outdoor Experiences
Outdoor experiences are vital for learners to experience play and learning with peers (including being part of a team). Having further outdoor learning experiences impact positively on learner focus, ability to develop relationships with others, lower levels of resilience and impact on their understanding of the world around them.
Sensory Processing
Learner profiles support challenges processing information, this can be further impacted by factors such as mood, stress and stimuli, affecting physical and emotional wellbeing.
Health and Wellbeing
Learner voice (Oct 20) identifies learners have a range of factors that affect their emotional wellbeing including trauma, bereavement, anxiety. This can impact on their readiness to learn and their social and academic achievement.
Covid 19
Learners have missed 1 and a half terms of school 2019-2020. This has potentially had impact on learner academic development, identity of being part of a class and wider school community, opportunities to find their strengths, passions and develop their resilience.

Disadvantaged pupil performance overview for last academic year

Progress 8	N/A
Ebacc entry	N/A
Attainment 8	N/A
Percentage of Grade 5+ in English and maths	N/A

Strategy aims for disadvantaged pupils

Aim	Success Criteria / Evidence of Impact	Measure	Review Date
All staff understand their role in raising aspiration and achievement for disadvantaged learners <i>Further detail Quality of Education: Priority 1</i>	<ul style="list-style-type: none"> - Staff can articulate the PP learners in their class - Staff can articulate key priorities PP strategy - Strategy plan is reviewed in line with Gov guidance - PP learners make excellent progress towards their end of year targets. 	<ul style="list-style-type: none"> - Staff voice -data input, Earwig evidence 	Dec 20 Mar 21 Jul 21
Improve achievement and attainment in English <i>Further detail Quality of Education: Priority 2</i>	<ul style="list-style-type: none"> -Learners make excellent progress towards writing targets through phonics -learners develop independence in writing transcription -work sampling highlights learners have made progress in writing from starting point (earwig, data input) -reading evidence highlights learners have made progress in reading from starting points (Earwig, data input) 	<ul style="list-style-type: none"> -writing work sampling -earwig sampling -reading logs 	Dec 20 Mar 21 Jul 21
Improve achievement and attainment in number Maths <i>Further detail Quality of Education: Priority 3</i>	<ul style="list-style-type: none"> -learners make excellent progress towards number target -staff have improved confidence in delivering numicon interventions and overcoming misconceptions -Audit indicates resources are being well utilised -learning walk indicates learners independently access Numicon for support with their learning -learning walk highlights progress with learners moving away from relying on Numicon. 	<ul style="list-style-type: none"> -number data input -staff voice Numicon -learning walk monitoring 	Dec 20 Mar 21 Jul 21
Improve learner health and wellbeing through tailored interventions <i>Further detail Wider Outcomes: Priority 1</i>	<ul style="list-style-type: none"> -learners needs are identified -staff are well trained to meet all learners' health and wellbeing needs -learners make good and sustained progress towards their individual targets -boxall data highlights progress made towards targets. -Pathways referrals identify learners for health and wellbeing interventions. 	<ul style="list-style-type: none"> -boxall data -pathways referral data -learner voice 	Dec 20 Mar 21 Jul 21
Raise levels of readiness to learn and communication from starting points. <i>Further detail Targeted Approaches: Priority 1</i>	<ul style="list-style-type: none"> -learners communication needs are identified -learners make good communication progress -learners use strategies to support their wellbeing from Zones of Regulation -PECS interventions and Colourful 	<ul style="list-style-type: none"> -PECS data -Earwig data -Intervention evidence (Earwig) 	Dec 20 Mar 21 Jul 21

	Semantics support learner communication (PECS data)		
<p>Learners have more purposeful opportunities for learning outside the classroom</p> <p><i>Further detail Wider Outcomes: Priority 2</i></p>	<ul style="list-style-type: none"> -Learners have increased opportunities for learning outside the classroom -Identified staff complete Forest Schools CPD -the outdoor environment is improved further for outdoor learning opportunities -Learner voice indicates learners enjoy learning outside. -learning walk indicates learners access cross-curricular opportunities at unstructured times of the school day 	<ul style="list-style-type: none"> -improved outdoor environment -staff voice -resources available for cross-curricular opportunities -learning walk monitoring 	<p>Dec 20</p> <p>Mar 21</p> <p>Jul 21</p>

Quality Teaching for All

Measure	Activity and Expected Impact
Priority 1: <ul style="list-style-type: none"> Increase staff knowledge and understanding of Pupil Premium; how the funding works, learners eligible and their role in raising achievement and aspiration for disadvantaged learners. 	Activity: Share Pupil Premium strategy, Pathways to Success intervention success and impact with whole staff team through teacher meetings and staff CPD sessions.
	Year 1 (Short term): Staff have increased understanding of Pupil Premium funding and the learners in their class who receive Pupil Premium through PP offer and flow chart
	Year 2 (Medium term): Staff are able to articulate Pupil Premium learners' progress confidently and over time. Pupil Premium offer is shared with all staff. Staff feel confident making referrals to Pathways to Success, referrals are informed through flow chart.
	Year 3 (Long term): Staff are aware of the impact of Pupil Premium interventions on the progress and attainment of learners in their class over the academic year. Staff utilise strategies that raise achievement and attainment.
	<p>January review: <i>staff voice gathered regarding Pupil Premium intervention impact, staff could confidently state which interventions were available and accessed by learners but felt that absence and cover impacted the delivery of interventions. January actions- to share strategy plan and strategies in place in addition to targeted intervention such as class-specific resources.</i></p> <p>April review: <i>Disadvantaged CPD delivered highlighted Pupil Premium updates, staff voice gathered. Pupil Premium learners supported upon return to school after lockdown to help learners settle back into school.</i></p>
Priority 2 <ul style="list-style-type: none"> Raise achievement and attainment in all areas of English through phonics CPD Improve writing through pre-writing strategies. Improve reading through Foundations Reading 	Activity: Whole staff team have Letters and Sounds Phonics CPD to support learners in reading (decoding), writing (transcription) and spoken language. Whole staff team have pre-writing CPD (delivered by GL and AW) to gain knowledge and understanding of developing confident writers.
	Year 1 (Short term): Staff are confident in the delivery of phonics, differentiating phonics sessions appropriately to learner stages. Staff deliver phonics creatively and record progress. Explicit pre-writing sessions support learners developing their writing.
	Year 2 (Medium term): Staff have a bank of phonics resources and share good practice. Consistent assessment and formative assessment improves. Phonics records show learners are making good, sustained progress in phonics. Prewriting is implemented whole school and progress is clear from starting points (data including Earwig)
	Year 3 (Long term): Learners are transferring their phonics to reading (decoding a text) and writing (transcription), staff voice articulates learners are less reliant on staff for spelling/using a whiteboard. Learning walks indicate consistent, explicit phonics sessions taught. Explicit writing sessions show development of writing over time, pre-writing strategies are embedded and learners show improvement in duration of writing (evidence work sampling).
	<p>January review: <i>Staff CPD accessed, assess your phonics knowledge and understanding Jan 21. 25 places booked on Teaching Letters and Sounds diploma, resources ordered and CPD arranged for pre-writing.</i></p> <p>April review: <i>Staff identified for Teaching Letters and Sounds diploma. INSET launched motor rota to all staff and kits provided.</i></p>
Priority 3 <ul style="list-style-type: none"> Raise achievement and attainment in number, Mathematics through Numicon CPD Number interventions 	Activity: Whole staff team have Numicon CPD to support learners in early number to support fluency, making connections, representation and problem solving.
	Year 1 (Short term): Staff are confident in the delivery of Numicon to target learner misconceptions and develop number fluency. Staff audit Numicon resources and all classes have access to Numicon sets. Learners use Numicon within their lessons to support number understanding.
	Year 2 (Medium Term): Maths number data indicates there has been an increase in learner achievement and attainment in number. There has been an increase in Numicon PP referrals due to more confident teacher assessment. Numicon interventions highlight learners have overcome misconceptions and made sustained progress in number.

	<p>Year 3 (Long Term): Learners apply their strong number fluency to other areas of mathematics (problem solving, money), indicated through Earwig evidence. Learning walks indicate that learners access Numicon manipulatives and transition from physical to visual, then abstract.</p> <p><i>January strategy update: 5 Numicon sets replenished following staff voice. Pedagogy books ordered to provide CPD. Twilight STEM 24th February 2021, The Early Years Staffroom membership (free)</i></p> <p><i>April strategy update: Numicon CPD arranged September 2021. INSET number focus session for all staff.</i></p>
Projected spending	Letters and Sounds -£360, Numicon- £984, Resources- £300- HLTA 3 days £17821 HLTA 4 days £23600, books £44, Foundations Reading £54, Resources for pre-writing £300, PP OFSTED accountability £50

Targeted support

Measure	Activity
Priority 1 <ul style="list-style-type: none"> Increase levels of readiness to learn and communication from starting points 	<p>Activity PECS assessments, Zones of Regulation, careers intervention, engaging appropriate resources, communication panels</p> <p>1 year (Short term) Learners assessed accurately for PECS, learners use zones of regulation to express their feelings, identified KS3/4 learners are able to identify a career of interest. Learners have access to appropriately engaging resources. 1 class trial communication panels, assess progress overtime including behaviour data.</p> <p>2 years (Medium term) Learners make PECS progress, learners are able to say strategies that help them to self-regulate, learners know what they need to do to progress in chosen career/develop self-help skills (this is assessed over time), learners increasingly access resources- progress is shown through behaviour data and staff voice. Data informs further roll out of communication panels, again progress is assessed overtime including behaviour data.</p> <p>3 years (Long term) PECS evidence highlights learners have made sustained progress and developed independence. Learners apply the Zones of Regulation strategies to support self-regulation, learners experience their identified career (through virtual tours, trips) and reflect on their experiences. Compass Plus highlights progress towards Gatsby benchmarks. Communication panels are in appropriate environments around school, learners have developed independence.</p> <p><i>January strategy update: Weekly PECS intervention highlights appropriate learners identified for PECS, learners have made progress from starting points.</i></p> <p><i>Classroom-specific resources have been ordered to increase levels of readiness and communication from starting points including seesaw, rocking chair and electronic communication timelines piloted in 1 KS3 class.</i></p> <p><i>Career meeting identified progress towards Gatsby benchmarks and next steps. Weekly careers intervention KS4 highlights learners are able to set goals and work towards achieving goals independently.</i></p> <p><i>Zones of Regulation CPD Jan 21.</i></p> <p><i>April strategy update: half termly careers meetings highlighted on calendar. Weekly careers meeting with GM. Learner voice to be carried out to inform learner current interests.</i></p>
Priority 2 <ul style="list-style-type: none"> Improve achievement and attainment in English Develop consistent reading areas across school 	<p>Activity- There is a defined reading area, consistent across school. Identified learners access Colourful Semantics interventions. Intervention toolkits are provided to identified classes for period of intervention.</p> <p>1 year (Short term)- Staff voice through teacher meetings highlights non-negotiables for a reading area.</p>

	<p>Earwig evidence and staff voice indicates learners make good progress through Colourful Semantics interventions.</p> <p>Appropriate learners are identified through Pathways to Success for reading interventions.</p> <p>Staff develop confidence incorporating toolkits into their timetable.</p> <p>2 years (Medium Term): Reading area resources are ordered and implemented. Learners increasingly access reading area and complete guided reads. Data highlights learners who access Colourful Semantics make good, sustained progress over time and are beginning to apply it in lessons.</p> <p>Toolkit data shows learners make good progress over time, staff voice shows toolkits have overcome intervention barrier to taking learners out of class as they avoid missing further curriculum. Staff voice indicates toolkits help to avoid staffing impacts to learners accessing intervention.</p> <p>3 years (Long Term): Learner voice indicates they enjoy accessing reading areas, learning walks highlight that reading areas are consistent around school and promote love for reading. Learners transfer Colourful Semantics cross-curricular and with independence. Toolkit systems are further developed informed by need of learners, data highlights learners are making good progress and class staff feel confident in supporting this.</p> <p><i>January strategy update: interventions have taken place in identified classes with identified learners, data indicates % made progress from starting point and were on target data input 2. To target staff and learner absence, intervention toolkits were ordered and compiled to target progress in English. Pathways referrals for classroom-specific resources such as rocking chair have been ordered. Staff voice to be carried out spring regarding reading environments.</i></p> <p><i>April update: reading books organised and allocated to key stage. INSET identified environment focus, this needs to be carried out initially. Intervention toolkits to be launched and impact monitored. Leads based in classes to support transition back to school after lockdown and identified barriers to learning. CLA reading packs purchased, these came complete with author notes to provide a love for reading.</i></p>
<p>Priority 3</p> <ul style="list-style-type: none"> Improvement achievement and attainment in number-Mathematics 	<p>Activity- identified learners access Numicon interventions, identified learners access Community Maths interventions</p> <p>1 year (Short term)- learners develop confidence accessing Numicon resources. Due to Covid learners develop their maths skills within the classroom role playing real-life scenarios.</p> <p>2 years (Medium term)- learners apply Numicon interventions to their work with support. Learners develop confidence with using maths in a practical scenario.</p> <p>3 years (Long term)- learners independently access Numicon resources to help them within lesson (learning walk evidence), parent voice indicates their child has improved in confidence using money in the community.</p> <p><i>January strategy update: identified learners access maths interventions, data input 2 indicates % on target to achieve end of year target in number. Intervention toolkits have been ordered to support barrier of learner and staff absence, these will be compiled and shared with all leads. Currently, community maths does not meet covid safety risk assessment, classes have been providing opportunities with in class activities and homework packs have supported learners applying money in the community.</i></p> <p><i>April strategy update: INSET maths focus, launch intervention toolkits and monitor impact. Leads based in classes to support transition back to school after lockdown and identified barriers to maths progress.</i></p>
<p>Projected spending</p>	<p>Intervention resources £1250, books £43.97, intervention items £96.94, class specific pp resources £115, 2 seesaws total £160, intervention toolkits £450, rocking chair £112, cliplock boxes £77.60, £108 creative topic planning.</p>

Wider Approaches

Measure	Activity
Priority 1 <ul style="list-style-type: none"> Support learner health and wellbeing, developing relationships with peers through tailored interventions 	Activity: Whole school bereavement training, regular learner voice, Funbox Jo, Boxall, Expressive Art toolkits. Identified staff attend Lego Therapy.
	1 year (Short term): HLTAs liaise with class team to identify Boxall targets and learner need. Identified staff attend Lego Therapy CPD and work with AHT to implement into PP offer.
	2 years (Medium term): Learners access appropriate interventions and learner voice and intervention data highlights learners feel happy, confident, feel safe and enjoy school. Learners access Expressive Art packs, forest schools and Lego Therapy. Learners showcase their Funbox songs through Christmas carols etc. Boxall targets show progress over time. Refined assessment systems are in place to capture small steps of progress.
	3 years (Long term): PASS indicates learners have a positive attitude towards self and others at school, Boxall assessments show learners have made progress towards their targets. Earwig evidence indicates learners have made progress from their starting point during interventions. Staff voice indicates learners are calmer once accessed interventions.
	<i>January strategy plan update: Expressive Art packs have been made, contents and lesson plans now need sharing with staff. Bereavement CPD to be identified, Lego Therapy CPD to be identified.</i> <i>April strategy plan update: HLTA carried out Lego Therapy training, pilot intervention taking place, monitor impact. Bereavement CPD carried out April 21.</i>
Priority 2 <ul style="list-style-type: none"> Increase opportunities for Learning Outside the Classroom including improving the Outdoor learning environment 	Activity: Update Trim Trail equipment and designate a 'story garden' area of the Trim Trail, add opportunities for learning outside the classroom, science activities and maths outdoors. Identified learners attend Mini D of E expedition. Forest Schools CPD. Trim Trail area developed with a flexible classroom to provide an appropriate outdoor learning space.
	1 year (Short term): Learners have more access to the outdoor area through increased Learning Outside the Classroom opportunities. Outdoor clothing replenished. AHT to research feasibility of outdoor learning spaces such as tepee.
	2 years (Medium term): Learners utilise cross-curricular opportunities when learning outside and access curriculum activities during unstructured time (play etc). Outdoor learning space is being designed and implemented.
	3 years (Long term): Staff voice indicates increased confidence Learning Outside the Classroom. Staff and learner voice identify they feel the outdoor area has improved and they enjoy the opportunities to attend Forest Schools' sessions on the school grounds. Data highlights learners make good progress over time.
	<i>January updates: trim trail developments are in place through PE sports grant, new playground equipment to be installed first and then look at the space for outdoor classroom and conduct research summer term. Mini D of E interventions have taken place with identified learners, toolkits have been developed for teachers to use when walking.</i> <i>April updates: 1 class accessing weekly mini D of E intervention. Research to be carried out regarding outdoor classroom. Identified staff have started Forest School CPD.</i>
Projected spending	Funbox Jo, Boxall Online £4640, Expressive Art resources £50, bereavement CPD £18, Lego Therapy £250 resources for Lego Therapy (Lego WeDo) £500, replenished outdoor equipment £1035, Forest Schools CPD £1300

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<i>Social distancing implications on staff training and providing sufficient time for CPD, overcome this through virtual training sessions. Numicon resources may be broken/go missing.</i>	Regular resource audit, virtual CPD and Class Dojo, order resource sets for individual classes/bubbles, allocated CPD and Twilight time
Targeted support	<i>Crossing bubbles, monitoring progress clearly and timely. Meeting Pathways team to share progress and next steps. Staff and learner absence has impacted delivery of interventions.</i>	Packs/lesson plans created by specialists so all can access and deliver. Regular virtual meetings to look at how to monitor the progress of learners
Wider strategies	<i>Adverse weather, limited outdoor environment space, parental engagement, Covid restrictions and staff/learner absence. Outdoor clothing broken/learners grown out of.</i>	Create lesson packs and toolkits for leads to encourage outdoor learning. Replenish outdoor clothing.

Research and pedagogy

Strategy document is informed by: NAS, NRIC- importance of providing real life experience in number, MHFA England- covid mental health and wellbeing, Nurture UK, EEF- Phonics, The Open University- reading areas, Learning Outside the Classroom

Focus	Allocated Spending
Quality First Teaching	£45,791
Targeted Approach	£3250 £2000 not spent-carrying over
Intervention Resources	£1213
Wider Outcomes	£7518
Total spending	£55,772 Remainder to be carried over to 2021-2022 (part of 3 year strategy) £2000

Projected Spending

