

Section 1: What is Pupil Premium Funding?

- Nationally, there is a gap between the achievement of pupils from disadvantaged backgrounds and other pupils; therefore, the government provides additional funding to schools to close this gap.
- This funding is known as the Pupil Premium, and it is given to support pupils who:
 - Have been registered for free school meals at any time in the past six years;
 - Have been 'Looked After' continuously for more than six months;
 - Are children of Service personnel, or have been registered as such in the past four years.
- Schools currently receive:
 - £1345 for each pupil who is eligible for Pupil Premium funding as a result of having, or having had, free school meals;
 - £2345 for each Looked After Child who is eligible for Pupil Premium funding;
 - £310 for each pupil who is eligible for Pupil Premium funding as a result of being, or having been, a Service Child.
- It is up to schools to decide how to use this money to close the achievement gap, but we must report to parents and governors:
 - The amount of Pupil Premium funding received;
 - How it has been/will be spent;
 - The impact of the funding in closing the achievement gap.

Section 2: Contextual Information

Metric	Data
School name	Laureate Community Academy
Pupils in school	245
Proportion of disadvantaged pupils	16%
Pupil Premium allocation this academic year	£56,032
Academic year or years covered by statement	2020-23
Publish date	January 2021
Review date	January 2022
Statement authorised by	David Perkins
Pupil Premium Lead	Melanie Lowe
Named Governors	Jana Tijhuis-Maritz and Robin Morley

Barriers

- **Speech, language and communication skills are poor throughout the school:** we are helping children through the early identification and intervention through the use of Speech & Language Link. We will be embedding the 'Powerful Words Project', which aims to improve the oracy and vocabulary skills of pupils in Key Stage 2.
- **Pupils are not resilient learners and they have poor self-esteem:** we support pupils through whole school initiatives such as training for all staff on understanding trauma and the impact of Adverse Childhood Experiences (ACEs) on children. We offer more targeted support to pupils through the use of our Emotional Literacy Support Assistant (ELSA) and our Family Support Worker (FSW).

- **Independent learning skills are not embedded and pupils' self-regulation is poor in relation to both cognition and emotions:** we expect our teaching assistants and teachers to apply principles embedded in the Maximising the Impact of Teaching Assistants (MITA) and Maximising the Practice of Teaching Assistants (MPTA) 'Scaffolding Framework' when supporting learners. We are helping children to develop independent learning skills by ensuring that learning walls are used effectively in all classrooms across the school.
- **Persistent absence:** we are working closely with our families, FSW and Education Welfare Officer (EWO) to improve attendance.
- **Parental confidence in supporting pupils with their learning at home:** we offer booster groups to support pupils in Year 5 and 6, as well as other targeted cohorts as required, and information sessions for parents prior to national assessments.

Key Stage Two Outcomes

Disadvantaged pupil progress 2017-20:

Measure	2017	2018	2019	2020
Reading	-0.97 (0.33) ₁	-1.67 (0.31)	0.65 (0.32)	N/A
Writing	-1.72 (0.18)	-1.20 (0.24)	-1.87 (0.27)	N/A
Maths	-2.63 (0.29)	-2.27 (0.31)	1.10 (0.37)	N/A

Disadvantaged pupil attainment 2017-20:

Measure	2017	2018	2019	2020 ₂
Meeting expected standard at KS2	38% (67%)	28% (70%)	44% (71%)	62%
Achieving high standard at KS2	13% (11%)	0% (12%)	13% (13%)	0%

NB₁ Figures in brackets denote the national benchmark for pupils who are not eligible for pupil premium funding.

NB₂ There were no national assessments in 2020 due to the coronavirus pandemic, so these are teacher projections of what children were likely to achieve at the end of Key Stage 2.

Section 3: Pupil Premium Strategy

Tiered Approach

At Laureate Community Academy, we have adopted a tiered approach to Pupil Premium spending which allows us to focus on a series of targeted strategies which will have the greatest impact.

1. Teaching:

- Further developing pupils' oracy skills through the Powerful Words Project, PiXL (Partners in Excellence), CUSP (Curriculum with Unity Schools Partnership) and CLUSP (Curriculum for Literacy with Unity Schools Partnership).
- Embedding pupils' independent learning skills and self-regulation through MITA (Maximising the Impact of Teaching Assistants) and MPTA (Maximising the Practice of Teaching Assistants).
- Ensuring that all pupils are accessing Quality First Teaching through appraisal, coaching, pupil progress meetings and staff CPD delivered by senior & middle leaders and the Unity Research School.

2. Targeted Academic Support:

- Targeted interventions across the school, such as PiXL and Success @ Arithmetic.
- Booster sessions for Years 5 and 6 in reading, writing and maths (and other year groups as required).
- Post-teaching across the school.
- Speech & Language Link interventions for language development in EYFS and Key Stage 1.
- Phonics interventions across EYFS, Key Stage 1 and Lower Key Stage 2.

3. Wider strategies:

- Emotional Literacy Support Assistant for all pupils needing emotional mental health support.
- Subsidised trips, clubs (including breakfast and after school clubs) and uniform.
- Robust strategies and procedures to improve attendance.

Aims for 2020-21

1. Teaching:

Measure	Activity
Further developing pupils' oracy skills through the Powerful Words Project, PiXL (Partners in Excellence), CUSP (Curriculum with Unity Schools Partnership) and CLUSP (Curriculum for Literacy with Unity Schools Partnership).	<ul style="list-style-type: none"> • Release time for staff to attend CUSP and CLUSP planning workshops. • Release time for English Leaders to monitor the Powerful Words Project and support teachers where necessary, e.g. peer planning and team teaching. • PiXL Unlock to be used at home and in school to support language development. • All TAs to attend preparedness / core group meetings once a week.
Embedding pupils' independent learning skills and self-regulation through MITA (Maximising the Impact of Teaching Assistants) and MPTA (Maximising the Practice of Teaching Assistants).	<ul style="list-style-type: none"> • Staff meeting for teachers on MITA to refresh knowledge and understanding of principles, and as part of induction for new teachers. • Training session for TAs on MPTA to refresh knowledge and understanding of principles, and as part of induction for new teachers. • Two-day MPTA training to be facilitated for TAs who have not already had this training. • Groups of three TAs to complete lesson study in order to reflect on their own practice regarding the MITA/MPTA principles.
Ensuring that all pupils are accessing Quality First Teaching through appraisal, coaching, pupil progress meetings and staff CPD delivered by senior & middle leaders and the Unity Research School.	<ul style="list-style-type: none"> • All teachers to have termly appraisal meetings, and all support staff to have bi-annual meetings, with targets linked to the School Improvement Plan. • All teachers to have termly pupil progress meetings and coaching sessions linked to their classroom practice and/or leadership responsibilities. • Senior and middle leaders to deliver weekly CPD for teachers and half termly CPD for TAs. • All staff to attend PD days as appropriate, including trust-wide PD day led by Unity Research School.
Projected spending	£2,682

2. Targeted academic support:

Measure	Activity
Targeted interventions across the school, such as PiXL and Success @ Arithmetic.	<ul style="list-style-type: none"> • Senior leaders, teachers and TAs to deliver PiXL therapies and intervention programmes during the school day (outside of English and maths lessons) in order to accelerate the progress of targeted pupils towards the expected standard and the expected standard in greater depth.
Booster sessions for Years 5 and 6 in reading, writing and maths (and other year groups as required).	<ul style="list-style-type: none"> • Senior leaders, teachers and HLTAs to deliver weekly booster sessions before school in order to accelerate the progress of targeted pupils towards the expected standard and the expected standard in greater depth.
Post-teaching across the school.	<ul style="list-style-type: none"> • TAs to deliver post-teaching in afternoons in order to address misconceptions from English and maths lessons that morning, under the direction of teachers.
Speech & Language Link interventions for language development in EYFS and KSI.	<ul style="list-style-type: none"> • Use of Speech & Language Link to be embedded in EYFS and extended to KSI, with additional TA trained to conduct initial assessments and implement resulting interventions.

Phonics interventions across EYFS, KSI and Lower KS2.	<ul style="list-style-type: none"> • Dancing Bears to be delivered 1:1 with pupils who are at risk of not achieving the expected standard in Year 1 phonics and to support those who do not achieve this standard in Year 2 and Lower KS2. • Teachers and TAs to deliver additional phonics groups in EYFS and Year 1.
Projected spending	£54,680

3. Wider strategies:

Measure	Activity
Emotional Literacy Support Assistant for all pupils needing emotional mental health support.	<ul style="list-style-type: none"> • Three afternoons per week for current ELSA to support targeted pupils under the direction of the SENDCo and Pupil Premium Lead, plus time for her to attend quarterly supervision meetings. • Additional ELSA to be trained.
Subsidised trips, clubs (including breakfast and after school clubs) and uniform.	<ul style="list-style-type: none"> • All pupils who are eligible for Free School Meals can attend Breakfast Club, LAST and other clubs free of charge. • Parents can request support with funding for trips (including residential trips) and uniform if they are experiencing financial difficulties.
Robust strategies and procedures to improve attendance.	<ul style="list-style-type: none"> • Fortnightly meetings between Headteacher and Attendance Officer to identify pupils whose attendance requires improvement and actions required. • Family Support Worker deployed to support vulnerable families whose attendance is a concern as part of her wider support.
Projected spending	£11,956

Monitoring

Aim	Target	Target date
Attainment in EYFS.	Increase the percentage of pupils who are eligible for Pupil Premium achieving GLD.	June 2021
Attainment in phonics.	Ensure that 100% of pupils eligible for Pupil Premium (excluding those with significant additional needs e.g. EHC plan) will achieve the expected standard in the Year 1 Phonic Screening Check.	June 2021
Attainment in KSI (EXS).	Increase the percentage of pupils who are eligible for Pupil Premium in Year 2 achieving the expected standard in reading, writing and maths (combined) so that it is in line with the national benchmark for non-disadvantaged pupils.	June 2021
Attainment in KS2 (EXS).	Increase the percentage of pupils who are eligible for Pupil Premium in Year 6 achieving the expected standard in reading, writing and maths (combined) so that it is in line with the national benchmark for non-disadvantaged pupils.	July 2021
Attainment in KS2 (GDS).	Increase the percentage of pupils who are eligible for Pupil Premium in Year 6 achieving the expected standard in greater depth in reading, writing and maths (combined) so that it is in line with the national benchmark for non-disadvantaged pupils.	July 2021
Attendance.	Reduce the gaps between the attendance and persistent absence of pupils eligible for Pupil Premium and those who are not.	July 2021

Section 4: Review

Aim	Outcome
EYFS - GLD	
Phonics	
KS1 Combined – Expected Standard (EXS)	
KS2 Combined – Expected Standard (EXS)	
KS2 - Greater Depth Standard (GDS)	
Attendance	