

## Pupil premium strategy statement

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	La Fontaine Academy
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	9.65%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Michael Tirrell & Tim Mills
Pupil premium lead	Phoebe Greer
Governor / Trustee lead	Chris Stevens

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,541
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,036

## Part A: Pupil premium strategy plan

### Statement of intent

At LA Fontaine Academy, we prioritise providing staff with the very best professional development, grounded in evidence-based research. Twice-weekly professional development sessions provide staff with the opportunity to develop their subject knowledge, take time to deliberately practice their pedagogy, and discuss academic papers.

As suggested by the EEF (June, 2019) we use a tiered approach to balance our use of pupil premium spending.

We prioritise using pupil premium funding on improving teaching, understanding that this will have an impact on not only the Pupil Premium (PP) children at La Fontaine.

We use targeted intervention where we have evaluated it will result in rapid improvements in specific areas of the curriculum.

We use strategies that relate to seemingly non-academic obstacles such as attendance and social, emotional, mental health barriers.

We understand that any inferences we make from the data we collect must be evaluated for validity and reliability, for example, when comparing KS1 and KS2 cohort PP data we must ensure the sample is unchanged. We prioritise inferences made following formative assessment, using only the standardised end-of-year GL assessments and KS2 SATs as a summative measures to make inferences from. External inspection frameworks, such as OFSTED, state they will not require information related to gaps in attainment or progress.

Although there is only a small minority of our pupils who are eligible for Pupil Premium, we know that there are a number who are not eligible but will face challenges, socially and economically, as much as those who are. Therefore, our aspiration is for us to provide quality first teaching to all children in every lesson and provide support to anyone as and when they need it.

## Challenges

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

Challenge number	Detail of challenge
1	An inconsistent education environment, due to COVID since March 2020, has led to children with delayed access to the curriculum, compared with age-related expectations.
2	The approach to teaching and learning at La Fontaine Academy has developed since January 2020 and teachers need further training to embed understanding of effective pedagogical strategies.
3	There is a need to develop a distributed leadership model to ensure that all children, including those considered disadvantaged, are well supported at the point of learning.
4	Teachers need to have a good working knowledge of the children in their class, including those from disadvantaged background, and be able to discuss their attainment and progress across reading, writing and maths.
5	Children from disadvantaged backgrounds need to have access to extra-curricular and enrichment activities as a part of their personal development.

## 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 disadvantaged pupils make good progress across the curriculum, particularly in reading, writing and maths.	The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils.
Children from disadvantaged backgrounds have access to extracurricular activities	Those that want to access after school clubs have equitable access to children from non-disadvantaged backgrounds
Enrichment activities are available to all	All children across the school have access to enrichment activities, e.g. visits to the theatre regardless of their families ability to pay

## 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: £43,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of qualified teachers; ensuring staffing levels are sufficient to cover staff absences internally. Staffing levels are kept above threshold to facilitate regular intervention and additional instruction for all children, including those from a disadvantaged background.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school (EEF, 2019)</p>	<p>1, 2, 4</p>
<p>Ensure that support is available to all staff from experienced teachers.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school (EEF, 2019)</p>	<p>1, 2, 3, 4</p>
<p>Two CPD sessions per week that target teachers' subject knowledge and understanding of effective pedagogical strategies.</p>	<p>Sutton Trust (2014) states subject knowledge and quality of instruction as indicators of what makes good teaching.</p>	<p>1, 2, 4</p>

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

Budgeted cost: £3,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before school intervention groups for children that require support, including those that are from a disadvantaged background.	The EEF states that before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of School meets with EWO every two weeks to monitor attendance.	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	1, 4 & 5
Ensure access to after school clubs for disadvantaged children.	Taking part in after school clubs is thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment. (Callanan et al., 2016)	1 & 5
Support disadvantaged families with participation in educational visits and overnight trips (in relevant year groups)	Field trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student's knowledge foundation, promoting further learning and higher level thinking strategies. (Behrendt and Franklin, 2014)	1 & 5

**Total budgeted cost: £54,036**

## 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.

Due to Covid-19 restrictions, there were no KS2 SATs tests in 2019 – 2020. We carried out internal teacher assessments, and progress measures indicate children who were on track to make expected or accelerated progress from KS1 to the end of Year 6.

#### Year 6:

- 78% (7/9) of PP/FSM pupils were on track to meet expected standard in reading, writing and mathematics prior to lockdown. 22% achieved GDS in reading and 11% in writing.
- If 'on-track' pupils had achieved targets, 100% of PP pupils would have made at least expected progress in all subjects. A significant percentage were on track to make accelerated progress in reading (56%) / writing (44%) / and maths (67%).
- SLT effectively supported the Y6 class teacher with planning and delivery of lessons.
- Refinement of close reading sessions gave children 40 mins per day 'eyes on text'.
- Revised writing curriculum model trialled in Y6, with structured 3 week cycle. Significant impact on writing, especially GDS.
- Same models introduced in Y5 prior to lockdown. Initial baseline data for current Y6 (Sept 2020) indicates 67% (2/3) PP pupils are on track to meet EXS and 100% should make expected progress.

#### KS1:

- 83% (5/6) of PP / FSM pupils in Y2 on track to meet expected standard in reading, 67% (4/6) in writing prior to lockdown.
- 100% (3/3) of PP / FSM pupils in Y2 on track to meet expected standard in reading, 67% (2/3) in writing prior to lockdown.
- Initial Y2 phonics baseline (Sept 2020) indicates 97% of pupils on track to pass phonics screening, including 100% of PP / FSM pupils.
- Sounds-write introduced in Y2 – baseline phonics data for Y3. 50% (2/4) PP pupils have retained initial code knowledge, 75% have automaticity mastery.

### PP attendance

- 95.3% attendance for PP cohort overall. (Non-PP was 96.7%). Improved from 2018 – 2019, when it was 94.6%.
- Y4 & Y5 attendance improved in both year groups to 97.5% (Y4) and 96.45% (Y5). Both year groups were below 95% in 2018 – 2019.
- Y6 attendance improved by 0.3% to 93.4%. One child in this cohort had a lot of absence due to ill health, and support was put in place.

## 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
n/a	n/a