

Pupil premium strategy statement – Landscope C of E Primary School, Link Academy Trust

This statement details our Trust and School’s use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines the Trust’s Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

Trust overview

Detail	Data
Trust Name	Link Academy Trust
Schools	Bearnes Branscombe Broadhembury Broadhempston Cheriton Bishop Diptford Drakes Farway Harbertonford Hennock Ilsington Landscape Littleham Morchard Bishop Moretonhampstead Otterton Sparkwell Stoke Gabriel Tedburn St Mary Widecombe in the Moor Wolborough Woodbury Salterton Yeoford
Number of pupils in the Trust	1259
Proportion (%) of pupil premium eligible pupils in the Trust	416 pupils, 21.4% (Sept 24)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	1.12.2024
Date on which it will be reviewed	30.11.2025

Statement authorised by	Francesca McLoughlin, Director of Inclusion
Pupil premium lead for the Trust	Francesca McLoughlin
Trustee lead	Christine Cottle

School overview

Detail	Data
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	8 chn 9.2%
Context of our school that shapes the main barriers	We are a school of choice, having limited family homes in the local, small village of Landscope. Parents choose to drive out through the country lanes from Ashburton, Buckfastleigh and the surrounding areas of Staverton and Totnes. The children are generally from families that provide nurturing backgrounds although views on lifestyle and education are varied. The number of children in receipt of the PPG is currently 8. 62.5% of our pupils in receipt of the PPG are also on our SEND register – needs are varied.
2	2024-2025
Date this statement was published	1.12.2024
Date on which it will be reviewed	30.11.2025
Statement authorised by	N. Dunford, CEO F. McLoughlin, Director of Inclusion
Pupil premium lead	Jill Ryder
Trustee lead	Christine Cottle

Funding overview

Detail	Amount
Trust total Pupil premium funding allocation this academic year	£502,628
Pupil premium funding carried forward from previous years	£0

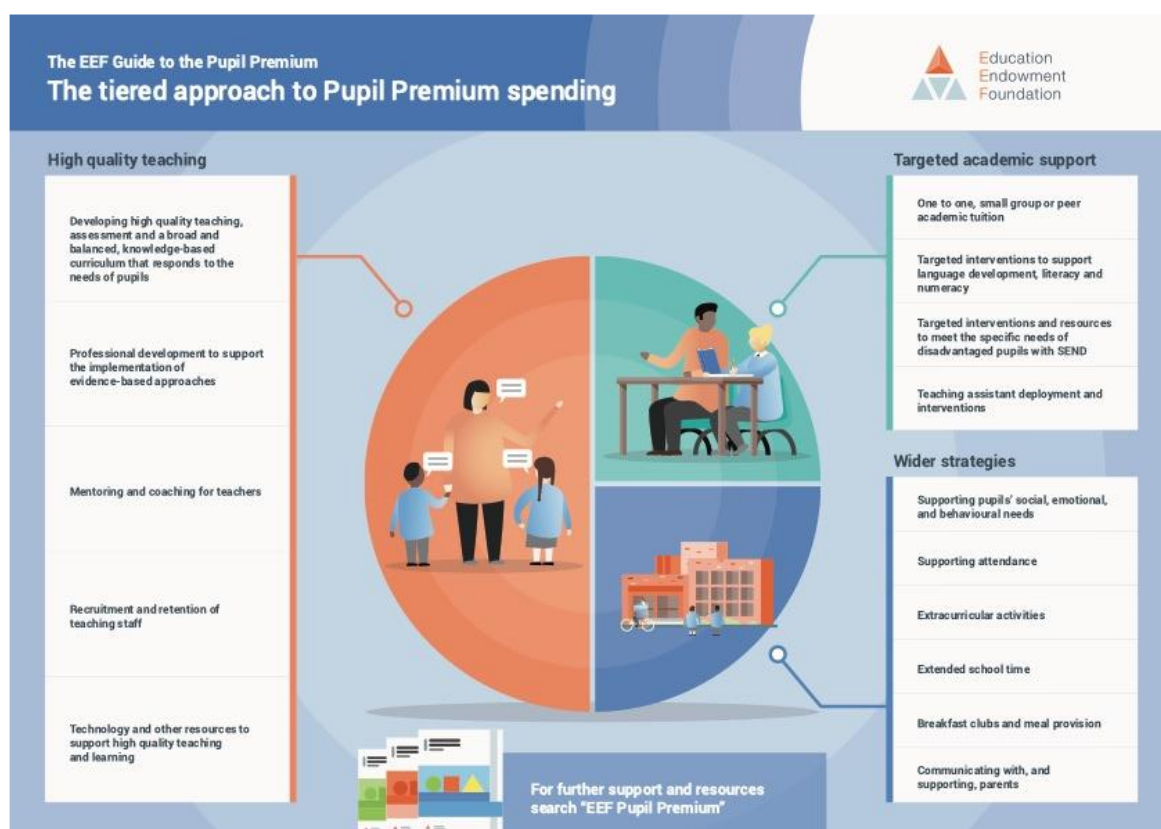
Total Trust budget for this academic year <i>Funding is pooled in our Trust with an amount given to individual schools based on number of children in receipt of PPG</i>	£502, 628
Amount of funding available to the school	£400

Part A: Pupil premium strategy plan

Statement of intent

Link Academy Trust is a multi-academy Trust of 23 small primary schools across Devon, from the South Hams to East Devon. We pool budgets and resources and provide opportunities to all children within the Trust; we want our disadvantaged children to flourish in every aspect of school and to be prepared for the next stage of their education. We strongly believe that disadvantage is an economic label, not a decider of academic ability. The number of children in receipt of the PPG varies widely in our schools across the Trust and the CEO and Deputy CEO have developed a scale that determines the amount each individual Academy will receive to spend in their own school. The responsibility of over-seeing the support, attainment and engagement of children receiving the additional funding is a shared one amongst the Directors of the Trust, and particularly the Director of Inclusion, working closely with the Inclusion and Improvement Hub (IIH) who lead on inclusion in our Academies.

We make use of the EEF's tiered approach to PP spending to help ensure we are making the best use of these resources.



This Trust-wide plan is written to ensure that our initiatives reach all our schools and the pupils of under-resourced backgrounds that attend. We also know that other

children will be able to benefit from this strategy, it is not exclusive to those in receipt of the grant.

This pupil premium strategy and the priorities in our Trust aim to build sustainable, long-term support to promote:

- A culture of good attendance
- Support for social, emotional & mental health that includes embedding the Relational Approach to develop relationships, based on the evidence of trauma informed practice
- Identification of wider need, especially special educational needs and disabilities
- Targeted support and CPD for staff to provide all children (and especially those in receipt of the PPG) access and opportunities to achieve academic success
- Early identification of need, especially with Early English and maths, so that all pupils gain the essential skills to access the wider curriculum
- A commitment to ensuring that every disadvantaged child receives the best possible education and that we work hard to close gaps in learning and attainment.

Challenges

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

Challenge number	Detail of challenge
1	An increasing number of pupils with SEND across our schools, especially with a growing range of complex needs. 39.5% of these children are also in receipt of the PP and 52 % of our children with an EHCP are also in receipt of the PPG. Delays in external services across Devon mean that as a Trust we need to support schools in meeting these needs.
2	Levels of deprivation vary across the Trust and are particularly high in our schools in Newton Abbot and East Devon. Many parents in these areas may be harder to engage and involve in their children’s education.
3	Attendance for 2023-24 was at 92% for children in receipt of the PPG and at 95% for children not receiving the grant, although above national averages we aim to narrow this gap. For PPG children, persistence absenteeism was at 26.3%, only slightly below national at 27%. For children not in receipt of the PPG, PA rate was 11% so this is a gap we aim to reduce.
4	Attainment in Summer 2024 shows that although many of the children in receipt of PPG funding make good progress and achieve good

outcomes, attainment levels of these children are largely below that of non-PPG children, although it is in line with our SEND children.

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
<p>1. To raise attainment by investing in high-quality teaching for the benefit of all children; this includes support for Early Career Teachers and training and professional development for teachers, especially in writing this academic year.</p>	<ul style="list-style-type: none"> • Writing strategy is embedded across the Trust, with quality CPD for staff and regular moderation. • High quality phonics teaching is improving attainment in the Y1 phonics screening check • Assessment data shows improved outcomes in writing at the end of KS2, especially for children in receipt of the PPG. • Teachers' subject knowledge has developed as a result of quality Trust-led CPD
<p>2. To improve attendance and offer support for children experiencing emotional school-based absence</p>	<ul style="list-style-type: none"> • Increased and maintained rates of attendance including a reduction in persistent absence for those in receipt of the PPG • Attendance leads and IIH regularly monitor attendance levels and through an improved IT system, link these to attainment and progress • Greater understanding of ESBA and support in place for families where it is an area of concern
<p>3. To ensure high-quality support for teaching English and maths, so that pupil needs are met and they make excellent progress</p>	<ul style="list-style-type: none"> • Careful and accurate diagnosis of pupil needs, we will assess and not assume. • Assessment Data shows evidence of improved outcomes and at least good progress for all groups of pupils • Records show that PPG children are discussed at pupil progress meetings and moderation meetings with appropriate and aspirational targets set • TAs and teachers receive appropriate support and training so they can close gaps

	<ul style="list-style-type: none"> • Ensure that schools are aware of high attainers in receipt of the PPG so that they can ensure sufficient challenge
4. To ensure children have access to a wider curriculum that includes for example, Forest School, music, sports events, trips and residential and extra-curricular clubs	<ul style="list-style-type: none"> • Expectation that all children in receipt of PPG will attend at least one Trust sport event • PE team will be aware of these vulnerable children and build in support for those not reaching expectations • Evidence from schools shows that those with PPG are attending trips and residential and are not missing out for financial reasons
5. To ensure timely support for children identified as having SEND, especially identifying support for children also in receipt of the PPG. To support vulnerable children who may have SEMH or SLCN.	<ul style="list-style-type: none"> • IIH will deliver CPD for all Trust staff and measure the impact of this • TA training programme in place that raises understanding of disadvantage – entry questionnaire to gauge knowledge • Inclusion Reviews to have an additional focus on children receiving PPG

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £249,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for all staff into ways to support children with SEND. This includes training on OAIP, adaptive teaching and disadvantage.</i></p> <p><i>Monitor quality of support through Inclusion Reviews</i></p>	<p>EEF 5 a Day https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p> <p>Getting it right for children with SEND will support all groups https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/</p>	1, 5
<p><i>To develop high quality teaching and use of assessment that responds to the needs of all pupils,</i></p>	<p>A systematic phonic approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p>	1, 3

<i>including those in receipt of PPG. This includes quality support from Trust improvement team, especially Early English and Maths leads</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
<i>Trust attendance leads to support schools in identifying trends in attendance and persistent absenteeism, with a sharp focus on those in receipt of the PPG.</i>	A Trust wide approach to identifying trends in attendance and ways of working with parents to improve where necessary. Our aim is to be in line with DfE expectations of 96%. https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance#:~:text=Using%20evidence%20to%20inform%20action&text=One%20way%20that%20schools%20can,encourages%20parents%20to%20support%20attendance.	2

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

Budgeted cost: £240,883. The budget for this targeted support sits within the budget for the Improvement and Inclusion Hub. This includes specialist staffing, SENDCo training and support, multi-agency team (MAST) support and assessments, CPD and

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use Speech Link so that we can screen children to identify levels of need in SLCN and plan relevant interventions	Positive effects have been identified on early language and literacy skills. When selecting strategies, it is important to consider outcomes. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 3
Upskills teachers and TAs through CPD so that they can deliver ordinarily available inclusive provision and adaptive teaching alongside high quality,	Targeted deployment has a greater impact on outcomes than 'general' support. We aim to keep interventions linked to SMART targets and to minimise the amount of lesson time pupils miss https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions As a Trust we deliver CPD and support for the Relational Approach as we know that this is evidence based and works for all children. There are clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a	1, 5

structured interventions	<p>challenge and priority for schools up and down the country.</p> <p>Improving attendance is a multifaceted mission, requiring different approaches in different contexts and our schools are very aware of the contexts and restraints they work within.</p>	
Specialist intervention	<p>Specialist support for children at risk of exclusion or emotional based school avoidance. This includes support from a trauma-informed teacher, woodland hub courses, risk of exclusion panel, MAST team support and additional funding for children with complex and challenging needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	

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

School Budget: £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>IIH support for children's social, emotional and behavioural needs. This includes support with Early Help, woodland trauma workshops and Relational approach training and support.</p> <p>The PE team offers opportunities for all children to be successful in sports.</p> <p>Schools all have a USP that ensures</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> <p>Ensure timely support around transitions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>We deliver: School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p> <p>Universal programmes which generally take place in the classroom with the whole class.</p> <p>More specialised programmes which use elements of SEL and are targeted at pupils with particular social or emotional needs.</p> <p>Landscape Pupil Premium Core Offer</p> <p>Staffing:</p> <p>*Quality First Teaching (QFT) at centre of all teaching</p> <p>*Teaching assistants supporting personalised programmes through Provision Mapping and specific intervention such as Speech and Language work, EHCP support or SEMH support</p> <p>*Regular staff training in areas relevant to our PP families' needs eg Trauma informed practice, Precision teaching, intervention</p>	<p>5</p> <p>2, 3, 4, 5</p>

<p>enrichment activities and celebration of all children, not just academic attainment.</p>	<p>*Trust wide strategies and CPD in place for core subjects</p> <p>Resourcing:</p> <ul style="list-style-type: none"> *TAs to facilitate off-site educational activities *Time to support multi-agency working through Early Help process, TAFs (Team around the Family)- increasing the life chances of children involved *Subsidising trips, educational visits and music lessons *Free attendance at Breakfast Club and After school club *TAs timetabled to support interventions and close gaps. <p>Pupil Well-being:</p> <ul style="list-style-type: none"> *Providing a free Breakfast Club in order to provide the best possible start to the school day * PE clubs run by PE lead – support well being. Offered at end of day eg Yoga (23/24 79% of our school attended a sports club. 50% of PP chn attended sports club) *Choir/Core pupil voice groups run during the school to ensure all have equal access *IIH (Inclusion and Improvement Hub) - SEMH pupil courses, SEND Support, staff CPD *Gardening club run during the school day – all SEND/PP chn attend *Outdoor learning part of our core offer – incl Forest School. <p>Additional need</p> <ul style="list-style-type: none"> *Educational Psychologist support sought when required *Precision teaching, Lego Therapy, Therapeutic Play, Grieving in Puddles, Attachment Based Mentoring *Early Help *Timely targeted intervention to meet need – eg Number Sense <p>Attendance:</p> <ul style="list-style-type: none"> *Good relationships in place and maintained incl when challenge *Rigorous policy and procedures *Annex R consideration given to those with extreme need *Personal development plan in place to support the desire to attend. <p>Evaluation:</p> <ul style="list-style-type: none"> *Barriers to learning, EG behaviour, attendance, curriculum accessibility are reduced or removed *Are pupil premium children are achieving in line with peers? Evaluate. 	
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Total budgeted cost: £502,628

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils across 23/24 were also supported with attendance, early help, well-being and EP referrals. These strategies and support had a positive outcome on pupil's achievements and learning behaviours. The details the impact that our pupil premium activity had on pupils in the 2023/24 academic year.

Internal data for whole school shows: Pupil Premium outcomes 23/24 12chn 1 ch= 8.33%

READING			WRITING			MATHS			COMMENTS TO NOTE
BARE	ARE+	GD	BARE	ARE+	GD	BARE	ARE+	GD	
41.67%	58.33%	16.66%	66.64%	33.2%		66.64%	33.2%		4/12 33.2%have an EHCP 4/12 33.2%have SEND need 4/12 have no additional SEN need

Average points of progress for PP outcomes 23/24 (3 denotes average score)

- Reading: 2.8pts
- Writing: 2.7pts
- Maths: 2.75pts

KS2 SATS

	2024 all chn	2024 disadvantaged 2 children
Reading	100% ARE+ 57.2% GD	100% ARE+ 50% GD
Writing SPAG	71.5% 5/7 ARE+, 28.6% 2/7 GD, 85.7% ARE+, 42.9% GD	50% ARE+, 50% BARE 50% GD, 50% BARE
Maths	71.5% ARE+ 28.6% GD	50% ARE+, 50% BARE

National data for RWM:

National: 61% for all, 45% for PP

South West: 58% for all, 38% for PP

Devon: 56% for all, 38% for PP

Pupils who were identified with SEMH needs were supported with social story interventions, Thrive based activities, Individual programmes and timetables and IHH support.

Parental meetings for phonics early reading (taught reading process, power of reading, phonics lesson) for EYFS, KS1 and KS2 requiring intervention. Invested in High interest fluency books to bridge gap between phonics and Accelerated Reader. Needs to continue and be maintained.

Several pupils supported by the IIH team.

Thorough evaluation of pupil support and outcomes has been completed and shared with staff, governors and Trust EIT team.

Families were supported with the cost of school trips, residential and extra-curricular activities (eg music lessons)