Lansdowne Primary Academy
Pupil Premium Strategy Statement

This statement details our Academy's use of pupil premium for the 2025 to 2026 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	Lansdowne Primary Academy
Number of pupils in school	662 (Including Nursery)
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers **(3 year plan)**	2025/2026 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Dan George Head of School
Pupil premium lead	Dan Burnett Deputy Head of School
Governor / Trustee lead	Jamie Jardine, lead for Disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£492,520
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£492,520

Part A: Pupil premium strategy plan
Statement of intent

Lansdowne Primary Academy is situated in Tilbury [Borough of Thurrock], an area of considerable socio-economic deprivation [School Deprivation Index = 0.38].

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain in line with their peers, leaving our Academy 'Secondary school ready' and thriving. The potential barriers to learning for these pupils is the driving force behind the implementation of our Pupil Premium strategy, ensuring that there is equity in education and the identified barriers are removed in order for our pupils to thrive. Our disadvantaged pupils are also referenced as our 'under resourced' pupils.

The success and foundations of our academy is built on consistent policy [informed by evidenced based research from the Education Endowment Foundation and partnership working] implementation, clear and robust systems, a culture of high expectations, professional pride and accountability to ensure teaching is at-least consistently good.

Our overall strategy is categorised into strands that are linked to research as stated above and have strong links to our overall Academy Development Plan intentions. Our Academy intentions are:

Intention 1: Teaching and Learning - Have high quality teaching in every lesson, every day.

Intention 2: Curriculum – Have access to a rich curriculum that develops active and thriving citizens within a diverse, truly fair and equal community.

Intention 3: Foundational Skills – Have opportunities to communicate thoughts and feelings through speaking and writing. Read fluently, with understanding for enjoyment and to gain knowledge. Use fluent arithmetic skills to tackle problems using mental and written methods

Intention 4: Culture - A culture that instils the GLC values and competencies, ensures skills and talents are recognised and develops active and thriving citizens.

Intention 5: Support Services - Be part of a Trust that makes effective use of centralised processes and back-office functions to empower schools to focus on improving the quality of education.

Intention 6: Reputation and Community - Be part of a Trust that delivers its stated mission, operates under an agreed set of values, improves upon its best and 'makes the weather' as a civic institution.

Intention 7: Expansion and Growth - Be part of a strong Trust that explores opportunities for growth and expansion in order to develop our wider civic responsibility and advance education for the public good in the communities we serve.

Intention 8: Sustainability - A sustainability strategy to create the conditions for children, staff and parents to be active and thriving citizens who understand and contribute to protecting our planet.

Our three strands that have strong links to the intentions above are:

- **Strand 1:** Have access to good quality teaching in every lesson, every day [Quality first teaching]
- **Strand 2:** Education Recovery, ensuring pupils whose prior poor attainment, receive additional and different support, including non-disadvantaged pupils. This includes improving the attendance of our disadvantaged pupils.
- **Strand 3:** Supplying our pupils with the tools to develop their life chances and develop the whole child. It is important to address social and interpersonal barriers, address low aspirations and give children the chance to experience life changing opportunities, broaden horizons and expand their skills, allowing them to thrive.

In order to make each strand a success, support will be given to the various challenges faced by our vulnerable pupils, such as those who are on a CP, CIN or receiving Early Help by social care. Each area within this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, ensuring that these pupils achieve in line with their peers, despite the situation they are in. We work closely with the local authority to ensure that Children With A Social Worker [CWASW] are still reaching their potential and achieving their targets.

Supplemented by our robust data/tracking systems, we are responding to the individual needs of our disadvantaged pupils, rather than assuming what the needs will be. Our strategy strands complement each other and are most effective by staff driving our strategy, working together and consistently ensuring that:

- Disadvantaged/Under Resourced pupils have high quality teaching across all areas of the curriculum
- Targeted academic support that links classroom teaching to structured academic tutoring, that has a positive impact on pupil progress
- Whole child challenges that negatively impact upon pupils' academic progress and attainment are tackled quickly and support the pupil to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Our data and observations with pupils show pupils' fluency, understanding of vocabulary and overall comprehension reading needs to further improve in order to be at or above age-related expectation. There is an importance to develop an interest in, and love/pleasure of reading. We want to develop a self-responsibility [linked to our core values and 'LPA way'] of regularly reading at home and understand its importance as a gateway to learning from Reception, through to KS2 and beyond.
2	Pupil discussions and work with a high proportion of families have low aspirations to succeed within education. In turn, this creates a culture through generations of underperformance and a general lack of urgency to see life outside of Tilbury and realisation that there are opportunities outside of the local area. Our challenge is to change these views, broaden horizons and create confident pupils who drive their own learning and ambitions. Our mission is to have active, thriving citizens, with our aim to build deep authentic relationships with our families.
3	Our observations, student feedback and analysis of formative assessment cycles indicate that disadvantaged students do not spend sufficient time working on revision activities or home learning.
4	Through our assessments and observations, it is apparent that the education of many of our disadvantaged pupils have been impacted by the school closures and partial school closures during the pandemic to a greater extent than for other pupils. Huge strides have been made through a targeted approach in order for pupils to 'catch up'. Our current Year 6 pupils were in Reception at the time, therefore a huge amount of resource has gone into ensuring basic skills, reading and spelling of Common Exception Words etc, as well as general Early Years Foundation skills are in place. Despite this, we know that our most vulnerable disadvantaged pupils have still missed that incredibly important time in their education.
5	It is evident through our tracking of vulnerable pupils, observations and discussions with pupils and families that there are identified social and emotional issues for many pupils, with many affecting their mental well-being. This is largely due to the considerable socio-economic deprivation and families with previous generations requiring support. Teacher referrals for support had clearly increased during the pandemic. This has reduced over the last 2 academic years, however, SEMH needs still remains an area of focus.
6	To address our attendance data. Our Academy has a number of large families, therefore a regular challenge is ensuring attendance does not affect the whole family which could have a negative impact on attendance. Our attendance data below for last academic year 2024-2025 shows an improvement of our attendance, with whole school above national, but disadvantaged pupils below national. However, our assessments indicate that absence for key disadvantaged pupils is having a negative impact on their progress:

	Attendance %	P.A %
Primary National	94.8	13.5
Lansdowne	95.1	12.2

	Reception	DYP	Non DYP	DYP Gap	Boys	Girls	SEN	PA
2024-2025	93.4	93.9	96.5	2.6	94.5	95.5	94.1	12.2

7	National data indicates that the estimated lost learning during the pandemic for DYP in maths is 7 months in comparison to their peers. At Lansdowne it is our intention and challenge to close this legacy gap, ensuring that all DYP pupils secure age-related understanding of key mathematical concepts, can solve problems and apply these in real life contexts. We have moved great strides in this over the last 3 academic years, however, it is now our aim to keep this consistent for future years.

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
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2027/28 demonstrated by: • Qualitative data from pupil voice, student and parent surveys and teacher observations. • Tracking data shows a decrease in the number of pupils who need support from external agencies
Improved reading attainment and a love for reading, in conjunction with improved fluency scores and reading data among disadvantaged pupils in line with peers.	KS2 reading outcomes in 2027/28 show that disadvantaged pupils are in line with the national average of expected standard and more in line with their peers.
Improved times table knowledge and gaps in basic skills such as reading and spelling of Common	KS2 maths outcomes in 2027/28 show that disadvantaged pupils are in line with the national average of expected standard and more in line with their peers. Outcomes also show times table data are in line with each other [through MTC data].

Exception words are in line with other pupils.	KS2 grammar and spelling data show that disadvantaged pupils are broadly in line with their peers and national averages.
Pupils develop high aspirations and confident, ambitious young learners.	Barriers to learning are overcome, enabling disadvantaged pupils to make accelerated progress from their starting points. In-year aspirational targets are achieved each year. Evidence from: ● Pupil voice/surveys, parent surveys and teacher observations ● A significant increase in participation in enrichment activities with 80% of pupils attending at least one club, particularly amongst disadvantaged pupils ● Have access to a curriculum that develops young people as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Secure and sustain high attendance from 2027/28 demonstrated by: ● the overall absence rate for all pupils to be in line or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to under 1%. ● the percentage of all pupils who are persistently absent being at or below national average and the figure among disadvantaged pupils being in line with their peers.

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.

Strand 1: Have access to good quality teaching in every lesson, every day [Quality first teaching] including CPD, resources and staffing.

Budgeted cost: **£344,058**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training & development for teachers and learning support assistants leading the Read Write Inc phonics programme Resources and development for parents to best support their child with phonic knowledge [The sounds that letters make]. Use of RWI spelling programme to ensure the spelling of CEW increases throughout the year.	A whole-school approach to CPD using phonics to improve attainment at KS1 reading, https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 4
Targeted ALPS and interventions [After School Learning Provisions] in each year group, targeting children for basic skills within reading and maths.	Strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1, 4
Targeted UDP [Underachieving Disadvantaged Pupils/Under resourced pupils] are closely monitored and supported by the inclusion team to instil a love of reading. Strategies in class such as: Regular meetings/check ins, targeted questioning and book talk, maintaining high expectations and possibility thinking, explicit and verbal/written feedback. The implementation of reading strategies, including: cost of books,	In school evidence suggests that those children targeted in lessons improve their attainment and outcomes. Quality verbal feedback is vital: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Quality book talk suggests that this aids with comprehension and widens vocabulary: https://educationendowmentfoundation.org.uk/news/eef-blog-reading-at-the-heart-of-our-return-to-school Blog research to aid a love of reading with disadvantaged pupils - book gifting:	1, 2, 3, 4, 5, 6

parent & pupil introductory & review sessions and rewards for completion.	https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting	
Support our disadvantaged pupils in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons [supported by Steplab]. This will be developed through CPD sessions.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	2, 3

Strand 2: Education Recovery [funding from PP allocation] [£]

Budgeted cost: **£84,365**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous provision is key to our pupils' development throughout the Early Years Foundation Stage. It encourages children to be active learners.	Evidence shows that good quality continuous provision can support improved literacy and language: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Research from Early Excellence: https://earlyexcellence.com/latest-news/press-articles/maximising-learning-in-key-stage-one/	1, 2, 3, 4
Table sticks: In line with EEF guidance for improving the teaching of maths, Tables Stick provides a strategy-based approach for the teaching of times tables, supported by Tables Stick practical resources to deepen understanding and scaffold learning so the facts make sense for all children.	Evidence related to improving the teaching and learning of Maths: https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics	2, 3, 4
YES futures is a personal development programme that equips selected disadvantaged Year 5 and 6 pupils with the essential skills needed to succeed inside and outside the classroom, preparing them	The evidence below shows that enrichment approaches can directly improve pupils' attainment: https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2, 5, 6

for a successful transition to secondary school, through immersive extra-curricular trips .		
KS2 Holiday school, with a combination of maths and reading interventions as well as a focus on physical wellbeing.	There is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small group or one to one academic approaches: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1, 2, 3, 4, 5, 6
Additional speed sounds sessions in the holidays, led by experienced LSAs using the RWI phonics programme.	Evidence through robust assessment proves that pupils with additional sessions make accelerated progress: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4
Herts for learning training for LSAs, in order for staff to lead interventions that develops pupils' comprehension and sentence structure.	Evidence shows that secure reading, fluency and writing skills are an essential part of daily life and that success in this area of learning significantly impacts upon a child's future opportunities: https://www.hertsforlearning.co.uk/news/effective-classroom-practice-reading-fluency-hfl-and-eef	1,2, 4
Whole school reading strategy to develop the love of reading and ensure children are reading at age related expectations.	Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives: https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1, 3
ICT equipment and storage equipment to enable the effective implementation of the digital strategy, enabling all children [particularly those who are disadvantaged] to access work at home and support blended learning.	ICT can be the bridge between accelerated learning and continuous provision if used effectively: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 3, 4
Additional tutoring: Mentoring from ex-pupils [peer to peer] and school-led tutoring for those pupils with the most gaps in learning. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups:	2, 3, 4

	Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	

Strand 3: Developing life chances and the whole child [including building aspirations, wider opportunities, well-being/mental health, improved attendance and addressing poor behaviour]

Budgeted cost: **£64,097**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment opportunities & school visits. Opportunities such as: theatre visits, music events, local visits and many more. This also includes the following: School Trips and Resources Educational Visits Residential for Year 6 Royal Opera House links Artsmark	Pupils are provided with rich cultural experiences as detailed. Pupils benefit from the opportunities provided as part of their wider life experiences. Pupils raise their aspirations and continue areas of interest. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2, 5, 6
Whole staff CPD on behaviour management [through establishing rigorous routines and expectations and the use of Steplab] and anti-bullying approaches with the aim of developing our core values, 'Learning competencies' and improving behaviour for learning strategies across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2, 5
To implement rewards in order to improve attendance and punctuality across the academy in line with national figures. Work with parents to engage children to value their education, ensuring tracking of disadvantaged pupils are consistent. Ensure children with poor attendance are engaging with breakfast club. Implement an engaging breakfast Club.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	2, 6

Education Welfare Assistant part salary. Funds for public transport to support families with travelling to school in certain circumstances.		
Subscription to the 'Brilliant Club' targeted towards more able disadvantaged pupils in years 5 and 6: - University seminars - University visit - Assignment - Graduation event	Pupils are provided with new experiences and opportunities which contribute to their wider life experiences. Pupils are motivated & engaged in learning experiences Pupils' knowledge, skills & understanding increased as a result of opportunities & experiences. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1, 2, 3, 4, 5, 6
Resources for enrichment clubs and after school provision. The cost of swimming is also subsidised. Pupils to have a full range of enrichment and sporting clubs that are well organised, raising their aspirations and continuation in areas of interest. This includes providing some of our disadvantaged pupils with PE uniform.	Enrichment opportunities are and after school clubs provide pupils with rich cultural experiences: There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2, 5, 6
Forest school provision for KS2 and reception children, as well as targeted children for social and emotional support. Forest School family sessions to support targeted families with communication, life experiences and develop a love for learning at school.	Improving pupils' self-confidence and self-belief: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	2, 5, 6
Development of the Inclusion team in order to support identified children who require counselling. Staff to develop skills through the Mental Health and Wellbeing service and various CPD opportunities. Targeted pupils to receive counselling in school via a counselling external agency. Our Inclusion team also support targeted families as part of our 'Thriving Families' programme – helping remove barriers to learning.	Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes: https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	5
Development of aspirations with parents, working closely with Thurrock Adult Community College. Targeted families/parents access parent workshops and gain advice and guidance for their own	Parent engagement approaches and programmes which aim to develop parental skills such as literacy or IT skills, thus being able to support their	2, 5, 6

education and job opportunities through our parent champion group.	children at home and become more aspirational: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	

Total budgeted cost: £492,520

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 2024 to 2025 academic year. The table below outlines some of the impact from the previous academic year. We are clearly aware that the performance and attainment of our disadvantaged pupils is lower than others, but on an upwards trend.

We are also highly aware of the continuous impact on our pupils' wellbeing and mental health due to the pandemic and this is particularly prevalent amongst our disadvantaged pupils. We used pupil premium funding to provide support for targeted pupils, which is heavily weighted towards support for our disadvantaged cohort. We are continuing to build upon this approach in our current plan and fully aware of the challenges this presents.

Strand 1: Have access to good quality teaching in every lesson, every day [Quality first teaching]

Pupils outcomes for pupils in receipt of the pupil premium for the academic year 2024-2025

Early Years Profile - GLD

Disadvantaged pupils	Other pupils	Difference	National (All pupils)
44%	73%	-29%	68.3%

Year 1 Phonics

Disadvantaged pupils	Other pupils	Difference	National (All pupils)
88%	89%	-1%	80%

Year 2 Phonics

Disadvantaged pupils	Other pupils	Difference	National (All pupils)
98%	94%	+4%	89%

Phonics

- Y1: 3 year average: Close to the national average, *3 yr - year on year upward trend* [2023: 70% 2024: 89% 2025: 89%]
- Y2: [2023: 89% 2024: 88% 2025: 94%]

Year 4 MTC

Disadvantaged pupils	Other pupils	Difference	National (All pupils)
55%	45%	+10%	34%

- 2/3 year average: Significantly above the national average [APS], *3 yr - year on year upward trend* [2023: 20.5/30% 2024: 22.4/52% 2025: 22.9/75%]:

End of Key Stage 2:

Attainment Expected +

	Disadvantaged pupils	Other pupils school	Difference	National (All pupils)
Reading	79%	81%	-2%	75%
Writing	75%	79%	-4%	72%
Maths	77%	81%	-4%	74%
Combined	71%	74%	-3%	62%

Attainment Greater Depth

	Disadvantaged pupils	Other pupils school	Difference	National (All pupils)
Reading	23%	29%	-6%	33%
Writing	10%	21%	-11%	13%
Maths	15%	22%	-7%	26%
Combined	2%	6%	-4%	8%

- For combined [EXS] 3 year average: Close to the NA [+1%], 3 yr - year on year upward trend [2023: below NA [51%], 2024: close to average [62%], 2025: above the NA [73%] [+11%] Disadvantaged outcomes: 3 year average: Above the national average
- For combined [GDS] 3 year average: Close to the NA, 3 yr [2023/2024/2025]: Broadly in-line with the national average.
- Reading [EXS] 3 year average: Below NA, 3 yr - year on year upward trend [2023: 60%, 2024: 64%, 2025: 80%]. 2025: Close to the national average [+5%]. Disadvantaged outcomes: 3 year average: Close to the national average, but above the national average for 2025 [+14%]
- Reading [GDS]: 3 year average: 3 yr - year on year upward trend [2023: 13%, 2024: 16%, 2025: 27%]. 2025: Close to the national average [-5% from NA]
- ESPG [EXS]: 3 year average: Close to the national average, 3 yr - year on year upward trend [2023: 59%, 2024: 72%, 2025: 77%]. Disadvantaged: Close to the National average
- ESPG [GDS]: 3 year average: Close to the national average, 3 yr - year on year upward trend [2023: 18%, 2024: 30%, 2025: 49%].
- Writing [EXS]: 3 year average: Close to the national average, 3 year 23/24/25: Close to national average, 3 yr - year on year upward trend [2023: 69%, 2024: 76%, 2025: 48%]. Disadvantaged: 3 year average: Above the national average.

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- Writing [GDS]: 3 year average: Close to the national average, 3 yr - year on year upward trend [2023: 11%, 2024: 17%, 2025: 21%]
- Maths [EXS]: 3 year average: Close to the national average, 3 yr - year on year upward trend [2023: 72%, 2024: 77%, 2025: 80%], Disadvantaged: 3 year average: Above the national average.
- Maths [GDS]: 3 year average: Close to the national average, *3 yr - year on year upward trend* [2023: 18%, 2024: 22%, 2025: 22%]. 2025: Close to the national average [-4% from NA]

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Strand 2: Education Recovery, ensuring pupils whose education has been worse affected throughout the pandemic and/or prior poor attainment, receive additional and different support, including non-disadvantaged pupils. This includes improving the attendance of our disadvantaged pupils.

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Attendance:

Our attendance data below for last academic year 2024-2025 shows an improvement of our attendance, with the whole school above national, but disadvantaged pupils below national. However, we are still seeing year on year improvement:

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<tr><td></td><td>Attendance %</td><td>P.A %</td></tr>
<tr><td>Primary National</td><td>94.8</td><td>13.5</td></tr>
<tr><td>Lansdowne</td><td>95.1</td><td>12.2</td></tr>
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Attendance is 0.3% above National (0.4% above last year)

PA is 1.3% below National (2.7% down from last year)

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Strand 3: Supplying our pupils with the tools to develop their life chances and develop the whole child. It is important to address social and interpersonal barriers, address low aspirations and give children the chance to experience life changing opportunities, broaden horizons and expand their skills.

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- No permanent exclusions for 5 academic years.
- Our external agencies such as the Mental Health Support Team supporting our pupils to thrive.
- Barriers to learning for pupils receiving counselling were removed enabling them to access class provision and reducing the number of red room entrants and yellow zones over the course of the academic year for those targeted pupils
- Pupils are provided with rich cultural experiences through trips and visits
- Pupils raised their aspirations and developed areas of interest outside of school with a number of enrichment and sporting clubs made available to them.
- Disadvantaged pupils increased their cultural capital and life experiences and sporting events, therefore aspirations are higher.
- The behaviour and conduct of pupils attending Forest Schools helped improve their overall behaviour, enabling them to access the curriculum, to make the right choices and remain within the whole class provision.
- Pupil surveys show that children recognise signs of danger and know how to keep themselves safe.
- Pupils were equipped with resources and equipment enabling them to thrive.
- 7 high achieving disadvantaged pupils entitled to pupil premium funding made rapid and sustained progress with their learning, scoring 2:2 and above on their assignments. Pupils have achieved at-least a 2:2 when their assignment is assessed by the university as part of the Brilliant club.

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	• 6 targeted disadvantaged pupils improved their confidence, communication and ability to socialise through the YES futures programme. Pupil and parents' voices show that this improved pupils' confidence and communication.

Externally provided programmes

Programme	Provider
Maths tutoring: Year 5	Third Space [2024-2025]
More Able programme: Year 6	The Brilliant Club - Scholars programme
Yes futures confidence building: Year 5	Yes Futures

Further information (optional)

The Disadvantage Strategy at LPA

Context/General points for implementation:

- The current data picture across the academy demonstrates that disadvantaged pupils are attaining below their non-disadvantaged peers in reading, writing & maths, however, are improving year on year along with other pupils.
- The attainment gap between disadvantaged pupils & their non-disadvantaged peers will only be addressed if we strategically intervene, maintain a culture of 'possibility thinking' and strike the right balance of support & challenge for pupils and parents/carers.
- The progress & attainment of specific Underperforming Disadvantaged Pupils needs to be a standing agenda on weekly core team minutes – the subject and pupils in focus will be decided by the phase/year group leader. The impact of previously agreed teaching & learning strategies & actions will be evaluated and refined to ensure maximum impact on pupil progress.
- The disadvantaged strategy is shared with all staff so that everyone understands their roles and responsibilities.
- Our targeted Under resourced pupils are monitored through our Thriving families document and tracker. We use this to monitor, intervene and remove barriers to learning.
- Teachers & support staff receive regular feedback on the effective implementation of the disadvantaged/under resourced strategy, sharing good practice during weekly Teaching & Learning briefings.