

# Pupil premium strategy statement – Lansdown Park Academy

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	6 pupils were on main role and eligible for PP funding at time of January census.  <i>The vast majority of our pupils remain dual registered for the duration of their placement, or outreach work, and so their host school retains their PPG funding.</i>
Proportion (%) of pupil premium eligible pupils	6/18 = 33%  The <b>actual % PP</b> fluctuates between 91% and 100% depending on referrals.
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended –</b>	2024/25 – current review point. 2025/26 2026/27

<b>you must still publish an updated statement each academic year)</b>	
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Paul Todd
Pupil premium lead	Esther Stephens
Governor / Trustee lead	Kathryn Volk (Chair) Laura Maley (PP and SEND link councillor)

## Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£ 6,450
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£6,450

# Part A: Pupil premium strategy plan

## Statement of intent

At Lansdown Park Academy, our ultimate objective is to ensure that every disadvantaged pupil achieves their full potential academically, socially, and emotionally, and leaves us prepared for a successful future in education, employment, or training. We aim to close gaps in attainment, improve literacy and numeracy, raise attendance, and develop resilience and independence so that pupils can thrive in school, and beyond.

Our current pupil premium strategy plan works towards these objectives by prioritising high-quality teaching, targeted academic support, and wider strategies that address barriers to learning. We use robust diagnostic assessments to identify individual needs and tailor interventions accordingly. This includes evidence-based approaches such as structured literacy programmes, speech and language interventions, and SEMH support through THRIVE, ELSA and ZOR. Alongside academic improvement, we focus on wellbeing, cultural capital, and vocational experiences to broaden horizons and raise aspirations.

The key principles of our strategy are:

**Equity and inclusion:** every pupil deserves access to high-quality education and enrichment opportunities, regardless of background

**Evidence-informed practice:** we draw on the Education Endowment Foundation (EEF) Toolkit and DfE guidance to select interventions with proven impact

**Individualised support:** we treat pupils as individuals, not labels, tailoring strategies to their specific needs

**High expectations:** we maintain ambitious targets for progress and behaviour, underpinned by a culture of belonging and aspiration

**Whole-school commitment:** all staff share responsibility for improving outcomes for disadvantaged pupils through consistent practice and professional development

By embedding these principles, we aim to create a learning environment where disadvantaged pupils are supported to overcome barriers, achieve strong academic outcomes, and develop the confidence and skills needed for adulthood. Our aim in most instances is that our pupils are supported well to swiftly return to mainstream provision.

## Challenges

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

Challenge number	Detail of challenge
1	High proportion of pupils with SEND and SEMH needs. Almost all pupils have additional needs, including diagnosed social, emotional and mental health difficulties, which impact engagement, behaviour, and readiness to learn.
2	Underdeveloped oral language and vocabulary gaps. Many pupils enter with significant speech, language and communication needs, limiting their ability to access the curriculum and express themselves effectively.
3	Low prior attainment and disrupted education histories. Pupils often join Lansdown Park following exclusion or prolonged absence from mainstream education, resulting in gaps in core knowledge and skills, particularly in literacy and numeracy.
4	Attendance and punctuality are well below national averages for mainstream settings; we see this at LPA too. Persistent absence and irregular attendance remain significant barriers, compounded by complex family circumstances and safeguarding concerns.
5	Limited access to enrichment and cultural capital opportunities. Many pupils have had few opportunities to engage in wider experiences beyond school, which affects aspiration, confidence, and social development.
6	Safeguarding vulnerabilities and adverse childhood experiences. A high proportion of pupils have experienced trauma, family instability, or other adverse experiences, requiring intensive pastoral and therapeutic support. Pupils are also more likely to engage with contextual safeguarding risks that we address through a bespoke and high-quality PSHE curriculum, for example, our recent work engaging with YEF on serious youth violence.

## 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
Improved speech, language, and communication skills for disadvantaged pupils	Pupils meet speech and language targets set through baseline and ongoing assessments. Thrive data shows improved emotional regulation and communication.

Accelerated progress in reading and phonics for disadvantaged pupils	Internal data and GCSE outcomes demonstrate improved attainment in English.
Reduction in attainment gap between disadvantaged and non-disadvantaged pupils across core subjects	End-of-year assessments show disadvantaged pupils making progress in line with or above their peers. Gap in English and maths outcomes reduces year-on-year.
Improved attendance and punctuality for disadvantaged pupils	Attendance for disadvantaged pupils rises to at least 90%, with persistent absence reduced significantly. Weekly attendance tracker shows sustained improvement.
Increased engagement in enrichment activities and cultural capital opportunities	Monitoring data demonstrates that disadvantaged pupils participate in enrichment activities, vocational experiences, and trips. Pupil voice surveys show improved confidence and aspiration.
Enhanced readiness for adulthood and post-16 pathways	All disadvantaged pupils access careers guidance, work experience, and vocational tasters – achieving Gatsby Benchmarks. Pupil voice and destination data confirm progression to further education, training, or employment.

## 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: £5000 for PD release time and travel.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted professional development from within the CLF. Maths Lead English Lead	EEF PP Report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.	2, 3
Professional development for teaching team in Oracy approaches		2
Improved subject knowledge for staff across the school, including planning and accurate assessment. Specialist Network Night (SNN) attendance and collaboration. Developmental DropIn (DDI) cycle – SLT and middle leaders <i>Support from central trust leads for English and Maths</i>	EEF PP Report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.	3
Small group tuition – our maximum class size is 5 pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3
One to One Tuition as appropriate	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2, 3

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

Budgeted cost: £ 100,000 (TAs x 4 with on-salary costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Thrive Worker	EEF Parental Engagement +4 months	1,4,6

Family link work expertise delivered by experienced teaching assistants – HLTA and Learning Mentor as part of wider role.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
On-site Pastoral Staff- Student voice indicates that students feel a sense of belonging at LPA. Disadvantaged students and their parents and home adults have at least three 'emotionally available adults' allocated at school – these staff are trained to support students in decoding their adverse childhood experiences. As a result, there are fewer negative behaviour incidents and a decrease in school exclusions for PP students.	EEF Parental Engagement +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1,4 6

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

Budgeted cost: Thrive: £254

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Access to enrichment activities within school curriculum. PP children are prioritised for these experiences. E.g. forest school, swimming, parkour, science experiment experiences and regular curriculum	Enriching education has distinct benefits and engender an increased sense of belonging. Children experiencing disadvantage need equitable access to excellent educational experiences. EEF Collaborative Learning +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	5

trips (particularly for primary pupils).		
Embed a Thrive approach to supporting social and emotional needs across the school.	Teacher individual and whole class assessments show identify gaps in development. EEF Social & Emotional +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 4, 6
Summer school with a focus on maintaining relationships and children having positive summer experiences	EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	1, 4, 6

**Total budgeted cost: £105,254**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the previous academic year using a combination of summative and formative assessments, attendance data, behaviour logs, and wellbeing measures. This analysis also draws on national benchmarks and internal tracking systems, while noting that pupils' prior disruption due to Covid-19 and exclusion from mainstream education has influenced outcomes.

#### **Academic Performance**

Internal assessments show that all pupils have made progress across English, Maths, Science and Humanities across the academic year with many making accelerated progress jumping whole year groups of progress across school terms.

Reading at age-related expectation remains a key focus: accelerated reader data and inference training have supported improvement, but gaps persist for pupils with significant speech and language needs.

GCSE outcomes for the small cohort indicate that some pupils have achieved expected standards in English and maths where attendance and engagement were consistent on return to mainstream school, and in some cases when they continued through a specialist pathway. We are seeking to increase the rigour with which we collect this data and the % of pupils who meet the expected standards in core subjects.

#### **Attendance and Behaviour**

Attendance for disadvantaged pupils improved compared to previous years but remained just below our target of 90% (for the 6 PPG students the average was 86.5).

Persistent absence continues to be a challenge, particularly for pupils with complex safeguarding needs.

Behaviour data shows a reduction in negative incidents and improved emotional regulation for pupils engaged in Thrive and ELSA interventions according to baseline and exit scores.

Suspension rates are well below AP average but above national average for mainstream schools (LPA December 2025: 40.0% versus NA of 78.4%). Suspensions for the pupils in receipt of PPG are 13.5%.

## Wellbeing and Wider Development

Pupil voice indicates increased confidence and engagement, particularly through careers sessions and enrichment activities. Gatsby benchmarks show progress towards a stable careers programme, with termly 1:1 guidance and weekly careers lessons now embedded.

Enrichment opportunities, including cultural trips and vocational tasters, were accessed by the majority of disadvantaged pupils, supporting aspiration and cultural capital development.

## Assessment of Strategy Impact

Our previous strategy successfully embedded trauma-informed practice and expanded therapeutic interventions (Thrive, ELSA, Zones of Regulation). These approaches have had a positive impact on behaviour and readiness to learn.

Reading and oracy initiatives (daily reading, accelerated reader, inference training) have improved engagement but require further consistency and targeted support for pupils with the lowest starting points.

Attendance remains the most significant barrier; while improvements were noted, persistent absence and safeguarding-related absence require intensified family engagement and multi-agency support.

## Are we on track to achieve intended outcomes?

We are partially on track: progress in core subjects and SEMH is strong, careers and enrichment provision is embedded, but attendance and closing the attainment gap in reading and GCSE outcomes remain priority areas for the current strategy cycle.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
THRIVE: Equips staff to understand, identify and tackle the root causes of behaviour, so more time is spent productively on learning. Thrive training, online	The THRIVE approach

assessments, and expert strategies for working with pupils will enable us to improve attendance, behaviour and learning outcomes, and align with Public Health England's eight principles for a whole school and college approach.	
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