

**Longroyde Primary School**

**Pupil Premium Strategy**

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| 1. **Summary information** | | | | | |
| **School** | **Longroyde Primary School** | | | | |
| **Academic Year** | **2017/18** | **Total PP budget** | **£144,000**  **until Spring 2018**  **(EYPP unknown as yet)** | **Date of most recent PP Review** | **N/A** |
| **Total number of pupils** | **420** | **Number of pupils eligible for PP** | **120** | **Date for next internal review of this strategy** | **Jan 2018** |

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| 1. **Attainment Y6 2017**   Use levels until the alternative is established. | | |
|  | *Pupils eligible for PP (your school)* | *LPS Pupils not eligible for PP* |
| **% achieving ARE or above in reading, writing and maths** | 52.2% | 76.7% |
| **% DFE progress measure reading** | 35% (-1.6) | 53.7% (+0.5) |
| **% DFE progress measure writing**  Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance. | 45% (-0.4) | 39% (+0.1) |
| **% DFE progress measure maths** | 60% (0.0) | 51.2% (0.0) |
| **Attainment rest of the school 2017** | | |
| **% achieving GLD at the end of reception** | 60% | 80% |
| **% achieving year 1 phonics screen** | 78% | 70% |
| **% achieving year 2 phonics re screen** | 75% | 70% |
| **% achieving phonics screen by the end of year 2** | 83% | 78% |
| **Attainment Y2 2017** | | |
| **% achieving ARE or above in reading** | 58.3% | 78% |
| **% achieving ARE or above in writing** | 41.7% | 58% |
| **% achieving ARE or above in maths** | 58.3% | 74% |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | **EYFS receptive and expressive language skills and life experiences are significantly lower than expected, this is particularly evident in pupil premium pupils.** |
| **B.** | **KS1 attainment of pupil premium pupils is negatively affected by the lack of support and engagement of parents, particularly with reading and lack of life experiences.** |
| **C.** | **KS2 disaffected and unstable home lives of some pupils, particularly those in receipt of PP, has a detrimental effect on their academic progress and that of their peers.** |
| **D.** | **15 of our PP pupils have SEND needs which impacts on their cognition and learning. There has been a growing number of pupils with SEMH needs over the past few years many of which are complex and negatively affect learning and progress.** |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **E.** | **Attendance rates for pupils eligible for PP are 94.3% (below the target for all children of 97% and the non-PP % at 96.4%). This reduces their school hours and causes them to fall behind on average.** |
| **F.** | **Applying for PP – Most parents do not apply without school staff intervening as they find the process difficult to engage with and need constant reminders and support to do so.** |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | **EYFS** Improved receptive and expressive language skills for children eligible for PP. Measure progress and identify need and staff model appropriate interaction to parents.  Increased opportunities given by school for children to gain life experiences enabling them to make links in their learning. Work on expressive language through SALT interventions etc. | Pupils eligible for PP make rapid progress so by the end of the year more PP pupils are achieving ARE. The gap between the PP and non-PP pupils is diminished through accelerated progress. |
|  | **KS1** The difference between the attainment of pupil premium and non-pupil premium pupils in KS1 SATs is diminished. Results will be monitored through pupil progress meetings and measured by the outcome of KS1 SATs 2018. | The gap in attainment between PPG and non-PPG is diminished at KS1 and is comparative to the national gap. |
| **C.** | **KS2** Support for SEMH issues of year 6 pupils is addressed and measured using the school data and behaviour tracking systems. Results will be monitored through pupil progress meetings and measured by the outcome of KS2 SATs 2018. | Fewer behaviour incidents recorded for these pupils on the school system. All pupils, and particularly PP pupils, make the progress of which they are capable. Those who are Young Carers are referred and the gap in attainment is diminished. |
| **D.** | **SEND** Pupil Premium pupils with all types of SEND make expected progress given their need. Monitor and use data effectively to identify SEND pupils not making expected progress using intervention logs and reports and SPT. Contribute findings to pupil progress meetings. | All teachers are supported in developing their teaching of pupils with SEND so that high-quality, differentiated teaching is consistently applied across the school. Continue to provide reactive and targeted interventions for all SEND children throughout school enabling the PP pupils with SEND needs to make better progress |
| **E.** | **Attendance** Increased attendance rates for pupils eligible for PP with awareness that there are a significant number of these with complex SEND needs. Attendance regularly monitored, reported and acted upon. | Continue to reduce the number of persistent absentees among pupils eligible for PP. The difference between PP and non-PP pupil attendance across school continues to diminish. Pupils attend school regularly and punctually and are therefore not missing the school hours which often cause them to fall behind. |
| **F.** | **Applying for PP** All parents eligible will be supported to apply for Pupil Premium. Regular monitoring to ensure all parents who can apply are given the support and encouragement needed. | More vulnerable pupils receive the funding for which they are entitled and school can fund all support required to help diminish the difference between PP and NPP pupils at LFPS. |

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| 1. **Planned expenditure** | | | | | | | | | |
| **Academic year**  Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress. | **2017/18** | | | | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  You may have more than one action/approach for each desired outcome. | | | | | | | | | |
| 1. **Quality of teaching for all (Budgeted until March 31st 2018)** | | | | | | | | | |
| **Desired outcome** | **Chosen action/ approach** | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| **A. EYFS** Improved receptive and expressive language skills for children eligible for PP. Measure progress and identify need and staff model appropriate interaction to parents.  Increased opportunities given by school for children to gain life experiences enabling them to make links in their learning. | Staff training developing high quality interaction with pupils | | PP pupil have low receptive and oral skills e.g. EEF Toolkit states *Developing effective parental involvement to improve their children’s attainment is challenging* however *involvement is often easier to achieve with parents of very young children* | | | * Monitoring of implementation and use by EYFS Lead. | | EYFS Lead | **Oct 2017** |
| Staff training | | PP pupil have low receptive and oral skills *e.g. EEF toolkit states* suggests *communication and language approaches consistently show positive benefits on learning* | | | * Deliver training. * Monitoring of implementation and use by commissioned SALT and EYFS lead | | EYFS Lead | **Oct 2017** |
| **Total budgeted cost** | | | | | | | | | £12,000 |
| **B. KS1** The difference between the attainment of pupil premium and non-pupil premium pupils in KS1 SATs is diminished. Results will be monitored through pupil progress meetings and measured by the outcome of KS1 SATs 2018. |  | | KS1 attainment of pupil premium pupils is negatively affected by the lack of support and engagement of parents, particularly with reading and lack of life experiences  e.g. EEF Toolkit states *Developing effective parental involvement to improve their children’s attainment is challenging* however *involvement is often easier to achieve with parents of very young children* | | |  | |  | Jan 2018 |
| **Total budgeted cost** | | | | | | | | | £ 12,000 |
| **C.KS2** Support for SEMH issues of year 6 pupils is addressed and measured using the school data and behaviour tracking systems. Results will be monitored through pupil progress meetings and measured by the outcome of KS2 SATs 2018. |  | | KS2 disaffected and unstable home lives of some pupils, particularly those in receipt of PP, has a detrimental effect on their academic progress and that of their peers. e.g. EEF Toolkit states *Meta-cognition and self-regulation approaches have consistently high levels of impact* | | |  | |  |  |
| **Total budgeted cost** | | | | | | | | | £12,000 |
| **Quality of teaching for all total budgeted cost** | | | | | | | | | **£36,000** |
| 1. **Targeted support (Budgeted until March 31st 2018)** | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** |
| **A.EYFS** Improved receptive and expressive language skills for children eligible for PP. Measure progress and identify need and staff model appropriate interaction to parents.  Increased opportunities given by school for children to gain life experiences enabling them to make links in their learning. | | Measure progress and identify need. | | Low receptive and expressive language skills  e.g. *EEF toolkit states communication and language approaches consistently show positive benefits on learning* | Monitoring of data termly discussion with L Team  Regularly discussion around intervention with EYFS Lead | | EYFS Lead  L team report | | Dec 2017 |
| Total budgeted cost | | | | | | | | | £2,000 |
| **B.KS1** The difference between the attainment of pupil premium and non-pupil premium pupils in KS1 SATs is diminished. Results will be monitored through pupil progress meetings and measured by the outcome of KS1 SATs 2018. | | Monitor data for PP children and identify appropriate intervention  Continued focus on all PP pupils to ensure a range of reactive and targeted intervention is in place  Use of specific TAs before and after school to target groups/ individual pupils  Increase the capacity to support pupils with SEMH/behaviour needs  Highly trained L3 TAs to deliver specific interventions across the school.  Leadership time hours identifying needs and training /supporting staff  Equipment andresources  Counselling sessions  Assessment Manager time  Courses and training | |  | PP pupils are identified using effective data analysis  Appropriate intervention resourced  Use of EEF tools and liaison with other schools to find effective interventions for PP pupils  Appropriate and effective intervention developed, sourced and in place for pupils.  Use of Specific TAs before and after school to provide 1 to 1 intervention.  Impact to be measured and discussed withPP leader on an informal basis as required.  Intervention logs used to track progress.  Impact report at the end of each term by interventions staff.  Pupil progress meetings  The gap in attainment between PP and non-PP is continually diminishing and is comparative to the national gap.  Use of a broader pastoral team resulting in marked improvements in social and emotional well-being of vulnerable pupils | | SENDco and Assessment coordinator  Exec Head teacher  Deputy Headteacher KS1 | | Jan 2018 |
| Total budgeted cost | | | | | | | | | £30,000 |
| **C.KS2** Support for SEMH issues of year 6 pupils is addressed and measured using the school data and behaviour tracking systems. Results will be monitored through pupil progress meetings and measured by the outcome of KS2 SATs 2018. | | Use of broader pastoral team  Embed new Restoraitve Justice scheme and use of rewards system. | | KS2 disaffected and unstable home lives of some pupils, particularly those in receipt of PP, has a detrimental effect on their academic progress and that of their peers e.g. EEF toolki*t SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school.* DFE report 2015 Supporting the attainment of disadvantaged pupils: articulating success and good practice suggests *addressing behavioural issues is a key factor to success* | Appropriate intervention resourced  Use of EEF tools and liaison with other schools to find effective interventions for PP pupils  Appropriate and effective intervention developed, sourced and in place for pupils.  Use of a broader pastoral team resulting in marked improvements in social and emotional well-being of vulnerable pupils | | Year 6 Class teachers  SENDco  Site Headteacher | | Jan 2018 |
| Total budgeted cost | | | | | | | | | £20,000 |
| **D. SEND** Pupil Premium pupils with all types of SEND make expected progress given their need. Monitor and use data effectively to identify SEND pupils not making expected progress using intervention logs and reports and SPT. Contribute findings to pupil progress meetings. | | All SEND children requiring an intervention have this provided by appropriately trained and adequately resourced staff on a regular basis.  LSA CPD.  Interventions recorded on SPT.  Intervention logs and support plans used to record and monitor progress.  Termly impact intervention reports.  SEND pupils discussed at Pupil progress meetings  Identified concerns are dealt with in a swift and timely manner to enable the best possible outcome for pupils.  Recorded outcomes and referrals.  Staff have a role model of effective practice to help support the needs of SEND pupils.  Support for teaching staff on how best to meet the needs of SEND pupils particularly in writing.  Teachers and support staff feel supported with identified concerns and strategies are put in place to help address all issues raised. | | SEND PP pupils have some of the most complex SEND needs in school which impact on progress and attainment  *SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.*  *Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better*  *individualised instruction may be better used as an occasional supplement to usual class teaching, rather than a standard replacement.* | Monitor and use data effectively to identify SEND pupils not making expected progress using intervention logs and reports and SPT. Contribute findings to pupil progress meetings.  Use of staff meeting time to deliver training and support for teachers. | | SENDCo/PP Co  Teacher/SENDCo effective model of good practice  Site Headteacher  Assessment Co | | Jan 2018 |
| Total budgeted cost | | | | | | | | | £40.000 |
| **Targeted support total budgeted cost** | | | | | | | | | **£92,000** |
| 1. **Other approaches (Budgeted until March 31st 2018)** | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** |
| E. **Attendance** Increased attendance rates for pupils eligible for PP with awareness that there are a significant number of these with complex SEND needs. Attendance regularly monitored, reported and acted upon. | | Pupils attend school regularly and punctually therefore not missing the school hours which often cause them to fall behind.  Increased PP pupil attendance to ensure the gap in attainment between PP and non-PP is diminished at KS1 and is comparative to the national gap.  Target PP children to attend lunchtime and after school clubs   * Continue to work with families to help them apply for PP funding. * Ensure all parents know how to apply for FSM. * Learning mentor maximises every opportunity for informal meetings and talks to parents. * School business manager informs staff of key dates * Use of targeted leaflet * Text messages * Website messages * other incentives such as free uniform   Access to support for trips and after school clubs. | | We can’t improve attainment for children if they are not actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step | Monitor impact throughout the year:  Termly report to governors, Identification and referral of persistent absentees to EWO.   * More PP pupils attend school regularly. * Improved progress measures for PP pupils. * implement new strategies and monitor impact throughout the year: traffic light letters half termly, first day visits, meetings with parents * Termly report to governors * Identification and referral of persistent absentees to EWO * Review reward system and update   Ensure all staff are aware of pupils in each class with poor attendance   * Liaise with Learning Mentor to ensure she is targeting PP pupils. * PC produce termly list of which pupils are attending each club. * PP pupils targeted to attend at least one after school club.   PC to liaise with parents to encourage PP pupils to attend clubs. | | Inclusion Leader    Head Teacher  Assistant Headteacher (SENDCo/ PP/Intervention) | | Half termly |
| Total budgeted cost | | | | | | | | | 10,000 |
| F. **Applying for PP** All parents eligible will be supported to apply for Pupil Premium. Regular monitoring to ensure all parents who can apply are given the support and encouragement needed.  School support by providing uniform and payments towards visits, clubs, childcare etc. | | Continue to work with families to help them apply for PP funding.  Ensure all parents know how to apply for FSM.  Learning Mentor maximises every opportunity for informal meetings and talks to parents.  School business manager informs staff of key dates  Use of targeted leaflet  Text messages  Website messages  Other incentives  Access to support for trips and after school clubs | | Most parents do not apply without school staff intervening as they find the process difficult to engage with and need constant reminders and support to do so**.**  More vulnerable pupils receive the funding for which they are entitled and school can fund all support required to help diminish the difference between PP and NPP pupils at LPS. | School receives the pupil premium funding to which it is entitled. | | Assistant  Head (SENDCo/ PP/Intervention)  School business manager  Learning Mentor  EYFS Leader | | Jan 2018 |
| Total budgeted cost | | | | | | | | | £5,000 |
| Other approaches total budgeted cost | | | | | | | | | £ 15,000 |
| **TOTAL PROJECTED BUDGETED COSTS FOR 2017/18** | | | | | | | | | **£143,000** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016/2017 total spend £144,320**  Lessons learned may be about impact or implementation. | | |
| 1. **Quality of teaching for all**   Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies. | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improve oral language skills for pupils eligible for PP in Reception class.  Improved progress for high attaining pupils | Staff training on high quality feedback.  Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.  CPD on providing stretch for high attaining pupils. | Aimed for pupils eligible for PP in Reception class to make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Learning Goal Speaking PP 90% cp non-PP 89.2%  Trainer bought in who worked with staff using training sessions after school. These were well received and plan to repeat when money allows. |  | £98,051 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improved progress rates and diminishing the difference for PP pupils in Maths and Literacy |  |  |  |  |

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| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** | **Cost** |
| C.Problem behaviour in Year 6 addressed  D. Increased attendance rates Better attendance rates for PP pupils, matching non-PP rates | Identify a targeted behaviour intervention for identified students.  Use support worker to engage with parents before intervention begins.  Develop restorative approaches and focus on positive behaviours.  Full-Time Learning Mentor employed to monitor pupils and follow up quickly on absences. First day response provision. | Learning Mentor worked with families and individual children targeted support reduced incidents. Lunchtime flashpoint focussed work by lunchtime supervisors and L Mentor.  Restorative practice training and implementation led to huge reduction in incidents involving PP and non-PP children |  | £11,047  £5,563 |
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| 1. **Additional detail** |
| **Additional** information used to inform the statement above  .   * LPS School Improvement Plan 2016/17 and 2017/18 * LPS PP Action Plan 2017/17 and 2017/18 * LPS In-house Data from School Pupil Tracker 2015/16 and 2017/18 * LPS Unvalidated data * School Improvement Plan Outcomes 2016/2017 * <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2016-revised> * <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/577822/SFR42_2016_KS1_National_tables_withDisadvantaged.xlsx> |