

# Longlands Primary School - Pupil premium strategy statement

| 1. Summary information        |                                      |   |         |   |           |
|-------------------------------|--------------------------------------|---|---------|---|-----------|
| <b>School</b>                 | Longlands Primary School and Nursery |   |         |   |           |
| <b>Academic Year</b>          | 2020-19                              | <b>Total PP budget</b>                  | £89,443 | <b>Date of most recent PP Review</b>                  | Sept 2020 |
| <b>Total number of pupils</b> | 221                                  | <b>Number of pupils eligible for PP</b> | 66      | <b>Date for next internal review of this strategy</b> | Sept 2021 |

| Attainment at the end of KS2 2019           |                                   |   |  |
|---|-----------------------------------|---|--|
| <b>No in cohort = 30<br/>No of PPG = 16</b> | <b>Y6 % of all pupils at EXS+</b> | <b>Y6 % of disadvantaged pupils at EXS+</b> | <b>National other working at EXS +</b> |
| <b>% at EXS+ in reading</b>                 | 87.6%                             | 87.5%                                       | N/A                                    |
| <b>% at EXS in writing</b>                  | 90%                               | 100%  | N/A                                    |
| <b>% at EXS in maths</b>                    | 90%                               | 87.5%                                       | N/A                                    |

| Progress at the end of KS2 2019 |                           |                                     |
|---------------------------------|---------------------------|-------------------------------------|
|                                 | Progress of all Y6 pupils | Progress of disadvantaged Y6 pupils |
| <b>Reading</b>                  | +4.2                      | +4.5                                |
| <b>Writing</b>                  | +3.0                      | +3.3                                |
| <b>Maths</b>                    | +3.3                      | +3.3                                |

| <b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>                      |   |   |
|---|---|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |   |
| <b>A.</b>   | Low levels on entry of PPG pupils particularly in communication, literacy and language.   |   |
| <b>B.</b>   | A large majority of PPG pupils, have multiple needs i.e. are also EAL or SEN pupils.  |   |
| <b>C.</b>   | A large number of PPG pupils exhibit social and emotional needs, which are often impacted on by chaotic home lives.   |   |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |   |
| <b>D.</b>   | Attendance for PPG pupils is slightly lower than non PPG pupils.  |   |
| <b>3. Desired outcomes</b>  |   |   |
|   | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
| <b>A.</b>   | To maintain the high proportion of KS2 pupils reaching EXS+ in Reading, Writing and Maths across KS2.   | 80% of KS2 pupils reach EXS in reading and writing and 90% in Maths (including those who are PPG)   |
| <b>B.</b>   | To maintain the proportion of PPG children making good or better progress in Reading, Writing and Maths across KS1/2.   | 100% of PPG children will make good or better progress, from their individual starting points, in Reading, Writing and Maths in Years 1-6   |
| <b>C.</b>   | To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics Screening Check.   | 85% of pupils achieve the required standard (including those who are PPG)   |
| <b>D.</b>   | Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school. The children express their feelings and emotions through counselling, nurture club, Lego therapy sessions and social skills sessions. Further engage parents through the use of Marvellous Me. | Pupils emotional needs are met, they develop their communication skills so they are able to express when they are feeling anxious or worried. Concentration levels are increased and pupils are able to cope with the demands of the curriculum |

| 4. Planned expenditure   |  |   |   |                            |   |
|--|--|---|---|----------------------------|---|
| Academic year  |  | 2020-21   |   |                            |   |
| i. Quality of teaching for all   |  |   |   |                            |   |
| 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?                              |
| To continue to build on the proportion of PPG children making good or better progress in all subjects across KS1/2 | School employs an additional qualified teacher to work in Y6 and highly trained Teaching Assistants to work across both KS1 and KS2 to provide bespoke targeted interventions as and when required.<br>Focused grouping<br>Quality first teaching<br>Intervention groups<br>Staff training | Data analysis shows that increasing the number of children making good or better progress is a whole school target. Focusing on pupils eligible for the PPG will ensure that they are given every opportunity to achieve in-line with their peers.<br>Focused grouping will allow highly targeted, quality first teaching with a strong emphasis on differentiation and the achievement of personal targets. Intervention groups will, and address any areas of misconception rapidly. Immediate feedback and marking allows children to make accelerated progress. | On-going training for all staff<br>Booster groups data monitored half-termly<br>Pupil Progress Meetings<br>Teacher and TA observations<br>Planning monitoring<br>Book scrutiny<br>Part of the SIP – reviewed regularly by SLT | SLT<br>All staff           | Termly PPMs<br>Stocktake Day                                      |
|  |  |   |   | <b>Total budgeted cost</b> | <b>Teacher costings:<br/>£14,516<br/>TA costings:<br/>£55.327</b> |
| ii. Targeted support   |  |   |   |                            |   |
| 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?                              |
| To accelerate progress of all PPG pupils   | School employs an additional qualified teacher to work in Y6 and highly trained Teaching Assistants to work across both KS1 and KS2 to provide bespoke targeted  | Data for PPG pupils shows they must make accelerated progress to diminish the differences with all pupils nationally. Some pupils need targeted support to diminish differences and to have individual support matched to their needs.  | On-going training for all staff<br>Booster groups data monitored half-termly<br>Pupil Progress Meetings<br>Teacher and TA observations<br>Planning monitoring<br>Book scrutiny  | LAB                        | Termly PPMs<br>Stocktake Day                                      |

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|  | interventions as and when required.<br>Focused grouping<br>Quality first teaching<br>Intervention groups<br>Staff training   | In school data, showed positive progress measures where additional support and interventions were implemented.<br>The data for PPG pupils shows they must continue to make accelerated progress to diminish the differences with all pupils nationally.   | Part of the SP – reviewed regularly by SLT  |  |   |
| To increase % of pupils reaching required standard for Y1 Phonics Screening Check  | Teaching Assistants have been up skilled to offer further support in this area.  | Short regular sessions additional to normal teaching.<br>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.   | Support from HfL<br>Regular assessment and review of progress<br>Regular review of targeted pupils  | SLT<br>LP                                    | Termly PPMs<br>Stocktake Days               |
| <b>Total budgeted cost</b>   |  |   |   |  | <b>Costed above</b>                         |
| <b>iii. Other approaches</b>   |  |   |   |  |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                            | <b>When will you review implementation?</b> |
| To give targeted social and emotional support to those eligible for the PPG and their families.<br><br>To provide specialist provision to support pupils with emotional, social and/or behavioural difficulties allowing them to maximise their efforts on learning in the classroom | Family Support (CHEXS) to provide targeted and bespoke support to children and families.<br><br>To provide play therapy for 1 day per week and extend therapeutic provision by continuing: strategies such as Nurture Group, Lego Therapy and Social Skills group. | The Family Support Worker has an integral role within the home/school relationship. She is well placed to reach out to the families of vulnerable children to offer targeted support and can create bespoke support packages for the family with a holistic approach.<br><br>Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning- either before school or lunchtimes.<br><br>Teachers have reported children return to class ready to learn. | The Family Support Worker is line managed by CHEXS, their annual report will evidence impact.<br><br>Weekly feedback from School Counsellor<br><br>SENCO to provide impact reports after each round of Nurture/Lego Therapy | LAB<br><br>Counsellor<br><br>SENCO<br><br>GL | Termly PPMs<br>Stocktake Days               |

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|  |   | Seek evidence from other professionals e.g. Educational Psychologist/ CAHMS for noted impact.  |  |                            |   |
| The attendance of PPG children improves. Increased attendance rates for pupils eligible for PPG. Reduce PA level of PPG pupils | Regular meetings with AIO. Sending letters, liaising with the AIO sending penalty notices etc.<br>HT to become involved with families whose attendance falls below 95% and offer the families a clinic explaining the detrimental effect of missing school. | When children attend school regularly without constant breaks, they make greater progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered. | Attendance will be monitored weekly<br>Particular attention will be given to PPG children<br>Any absence will be addressed immediately.<br>Regular meetings with AIO | HT                         | Weekly  |
|  |   |  |  | <b>Total budgeted cost</b> | <b>Counselling:<br/>£13,680<br/>CHEXS: £5,920</b> |

| 5. Review of expenditure   |  |  |
|--|--|--|
| Previous Academic Year 2019-20   |  |  |
| i. Quality of teaching for all   |  |  |
| Desired outcome  | Chosen action/approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. |
| To increase the proportion of PPG pupils securing GDS in Reading Writing and Maths across KS1.                     | School employs a qualified teacher to work in both KS1 and KS2 to provide bespoke targeted interventions.                                      | Unable to comment as statutory assessments did not take place  |
| To continue to build on the proportion of PPG children making good or better progress in all subjects across KS1/2 | School employs a qualified teacher to work in both KS1 and highly trained Teaching Assistants KS2 to provide bespoke targeted interventions    | Unable to comment as statutory assessments did not take place  |
| ii. 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. |
| To accelerate progress of all PPG pupils   | School employs a qualified teacher to work in both KS1 and highly trained Teaching Assistants in KS2 to provide bespoke targeted interventions | Unable to comment as statutory assessments did not take place  |

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| To increase % of pupils reaching required standard for Y1 Phonics Screening Check  | School employs a qualified teacher to work in KS1.<br>Teaching Assistants have been up skilled to offer further support in this area.  | Unable to comment as statutory assessments did not take place  |
| <b>iii. Other approaches</b>   |  |  |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  |
| To give targeted social and emotional support to those eligible for the PPG and their families.<br><br>To provide specialist provision to support pupils with emotional, social and/or | Family Support (CHEXS)<br><br>To provide Play Therapy: a Nurture Group, Lego Therapy and Social Skills group.  | Pupils respond well to support in place and it enables them to be more emotionally ready to learn. Virtual counselling continued throughout lockdown.  |
| To provide additional extra-curricular opportunities for PPG children.   | Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities.  | Although only in place until March 2020, this strategy proved to be successful, providing PPG pupils with a wide range of cross curricular activities increasing their 'cultural capital' and broadening their life experiences. |
| The attendance of PPG children improves. Increased attendance rates for pupils eligible for PPG. Reduce PA level of PPG pupils   | Regular meetings with AIO. Sending letters, liaising with the AIO sending penalty notices etc. HT to become involved with families whose attendance falls below 95% and offer the families a clinic explaining the detrimental effect of missing school. | The current system works well to encourage best attendance for all pupils.   |