



# Longmeadow Primary School

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## Pupil Premium Strategy Statement

### School overview

Metric	Data
School name	Longmeadow Primary School
Pupils in school	291
Proportion of disadvantaged pupils	40.8% (119)
Pupil premium allocation this academic year	£160,055
Academic year or years covered by statement	2020 - 2021
Publish date	19 <sup>th</sup> June 2020
Review date	19 <sup>th</sup> November 2020
Statement authorised by	Emily Howley
Pupil premium lead	Katy Alexander
Governor lead	Gemma Bell

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Due to COVID-19 SATs testing did not take place Nationally across the UK.  
There is therefore no current outcomes for the end of Key Stage 2, including disadvantaged pupils.

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

Due to COVID-19 SATs testing did not take place Nationally across the UK.  
There is therefore no current outcomes for the end of Key Stage 2, including disadvantaged pupils.

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that Big Maths is delivered effectively across the school to support children's fluency (TLA time / Big Maths subscription inc Little Big Maths / CL cover time / AHT leadership)
Priority 2	To roll out lessons learnt from HfL reading fluency project, to improve reading across the school. This include early reading (TLA time / Books / CL cover / DHT leadership)
Barriers to learning these priorities address	Developing reading fluency and maths fluency - typically areas of weakness across the school.
Projected spending	£27,000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National average or above in progress scores in KS2 reading (0)	July 2021
Progress in Writing	Achieve National average or above in progress scores in KS2 writing (0)	July 2021
Progress in Mathematics	Achieve National average or above in progress scores in KS2 mathematics (0)	July 2021
Phonics	Raise the proportions of disadvantaged pupils achieving the expected standard on the Phonics Screening Check and the Re-Screen in Year 2 (for those with SEND)	June 2021
Other	Reduce the number of disadvantaged pupils that are persistently absent from school	May 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

Measure	Activity
Priority 1	Embed phonics curriculum and progression document for children at Longmeadow, ensuring all staff have the subject knowledge to deliver phonics curriculum effectively (TLA time / CL time / DHT leadership)
Priority 2	Pupils at risk of falling behind to receive purposeful interventions
Barriers to learning these priorities address	Low levels of attainment on entry and poor levels of reading fluency observed across the school.
Projected spending	£50,055

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed the use of accelerated reader across Years 2 to Year 6 and the use of the Educational Assistance Dog to support reading for pleasure (Accelerated Reading program / Books / CL Cover / DHT Leadership / School Dog)

Priority 2	Provide mentoring program for both pastoral and academic needs across Year 6 (AHT Leadership / Staff time)
Barriers to learning these priorities address	Support reading fluency and pupil wellbeing and attendance. Increase parental engagement in school life.
Projected spending	£24,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance so it is in line with National averages and reduce the number of children that are persistently absent across the school.
Priority 2	Full time family worker to support families. Full time parental engagement officer to build school engagement.
Priority 3	AHT to support Behaviour and Safeguarding across the school.
Barriers to learning these priorities address	High levels of child protection linked to disadvantaged pupils, parental engagement and attendance.
Projected spending	£59,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>Supporting staff development</li> <li>Supporting staff well-being</li> </ul>	<ul style="list-style-type: none"> <li>INSET Days and in house training provided alongside external</li> <li>Well-being committee embedded alongside well-being policy</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>Ensuring interventions are evaluated for impact and regularly changed if no impact seen</li> </ul>	<ul style="list-style-type: none"> <li>SENCo to attend all progress and attainment meetings</li> <li>Interventions and provision maps to be evaluated alongside data and case studies to ensure impact with teachers</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>Parental engagement in school</li> </ul>	<ul style="list-style-type: none"> <li>School Family Worker and Parental Engagement Officer worker together to support school community outreach</li> <li>School leading community events to build rapport</li> </ul>

## Review: last year's aims and outcomes

Aim	Outcome	RAG
To provide high-quality leadership of outcomes for disadvantaged pupils	<ul style="list-style-type: none"> <li>Maintaining high quality first teaching, learning and assessment for disadvantaged through robust performance appraisal</li> <li>Tracking of achievement of disadvantaged pupils, through pupil progress meetings</li> <li>Reviewing provision and intervention to accelerate attainment &amp; progress</li> <li>Targeting support for disadvantaged pupils with complex vulnerabilities e.g. attendance; child protection; family support</li> </ul>	

	<ul style="list-style-type: none"> <li>Overseeing initiatives which have an impact on outcomes for disadvantaged pupils</li> <li>Reporting to local governing body on outcomes for disadvantaged pupils</li> <li>Supporting staff well-being, pupil well-being and parental engagement</li> </ul>	
<b>Improved teacher training and professional development so that engagement for learning is improved for pupils, including disadvantaged pupils</b>	<ul style="list-style-type: none"> <li>CPD overview begun to ensure impact of CPD managed</li> <li>Greater engagement seen in learning environments and lesson observations</li> <li>Pupil voice indicates greater engagement for pupils</li> </ul>	
<b>Participation in the Achievement for All Project</b>	<ul style="list-style-type: none"> <li>External coach has worked with PPG Lead</li> <li>Action plan completed</li> <li>Staff training completed in structured conversations</li> <li>COVID-19 meant that the project did not run in its entirety</li> <li>Meetings were not bi-weekly as contracted</li> <li>Project was expensive</li> </ul>	Contact AFA and arrange discounted approach due to disruptions and discuss why meetings did not occur bi-weekly
<b>Improved outcomes for disadvantaged children in communication and language by the end of the Early Years Foundation Stage, from low baseline data.</b>	<ul style="list-style-type: none"> <li>High impact – evidenced through individual case studies</li> <li>Improvement in WellComm Screening data across Early Years and for individual pupils</li> <li>Increase in attainment and progress data for Communication and Language in both Nursery and Reception</li> <li>Increased in staff subject knowledge relating to speech and language</li> </ul>	
<b>Targeted interventions to support the needs of disadvantaged pupils at risk of falling behind</b>	<ul style="list-style-type: none"> <li>Delivery of planned interventions to support disadvantaged pupils delivered by both teachers and teaching assistants</li> <li>Pre and post assessment activities to support quality first teaching</li> <li>Strengthening communication between teaching assistant and class teacher</li> <li>Strengthening home learning partnership with parents</li> </ul>	
<b>Strengthen in-house attendance improvement</b>	<ul style="list-style-type: none"> <li>Closer liaison built with HCC AIO</li> <li>Successful morning club begun to support disadvantaged pupils who are persistently absent with 90% of those (9 out of 10) improving their attendance to above 96%</li> <li>Meetings held with Attendance officer, phase leader and AIO to support</li> <li>Attendance steadily rising across the school and for disadvantaged pupils</li> </ul>	

<b>Targeted support for children with social, emotional and mental health needs</b>	<ul style="list-style-type: none"> <li>• Better recording of behaviour incidents across 2019-2020</li> <li>• Close relationships built with external agencies</li> <li>• School invited to apply to be a DSPL2 Tier 2 Hub School</li> <li>• Reduction in exclusions across 2019-2020</li> <li>• Successful supporting 19 pupils entitled to Exceptional Needs Funding and 16 children with an EHCP</li> <li>• Individual case studies evidence the impact of this work.</li> </ul>	
<b>To ensure pupils basic needs are met when arriving to school:</b>	<ul style="list-style-type: none"> <li>• Magic Breakfast bagels provided for all pupils on arrival to school</li> <li>• Pupil, staff and parent voice demonstrate high impact</li> </ul>	
<b>Improve parental engagement:</b>	<ul style="list-style-type: none"> <li>• Hard to reach families well supported by the school family worker</li> <li>• Parental engagement in school social media has risen due to the work of the parental engagement officer</li> <li>• 93% of parents are signed up to the school's Marvellous ME App to receive alerts from class teachers</li> <li>• Home visits completed by school family worker</li> <li>• Events run by school family worker in the school holidays, allowing parents opportunity to access school support outside of term time</li> <li>• Parental feedback regarding WOW days is positive. More parental visits to school</li> <li>• Attendance club run by sports coach in the mornings is attended by disadvantaged pupils to support parents to get children into school, on time.</li> <li>• Increase in positive feedback being sent to the school</li> </ul>	
<b>Wider opportunities for disadvantaged pupils:</b>	<ul style="list-style-type: none"> <li>• Levels of engagement in these sessions are mixed. Pupil voice indicates this is due to the instruments learnt (Cello and Tenor Horn). School to explore alternative music opportunities.</li> <li>• Staff engage with additional training and contributions from the school music service such as tea and symphony training sessions for CPD</li> <li>• Parental voice indicates that they would like these sessions to stay in the curriculum</li> </ul>	Review instruments learnt
<b>Educational Assistance Dog:</b>	<ul style="list-style-type: none"> <li>• Case studies indicate a significant impact for individual disadvantaged pupils</li> <li>• Pupil's voice indicates that they feel Murphy is a positive attribute to the school</li> <li>• Behaviour incidents are declining in the school</li> <li>• Staff voice indicates that pupils respond well to Murphy. He is used as an incentive to all pupils, as an engagement tool for learning and as a support for children in crisis.</li> <li>• Staff voice indicates that incidents of disruption in their classroom have diminished allowing them to teach, subsequently, disadvantaged pupils will have benefitted</li> <li>• Staff voice indicates that their well-being is supported</li> </ul>	