



Longmeadow Primary School

Headteacher: Mrs Emily Howley

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Pupil Premium Impact Review 2021-2022

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	14 th July 2021
Review date	25 th July 2022
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 attainment overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A
Meeting expected standard at KS1	N/A
Achieving high standard at KS1	N/A
Passing the phonics screening check in Year 1	N/A

Attaining a good level of development (GLD) at the end of Early Years	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.	

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"> • Maintaining high quality first teaching, learning and assessment for disadvantaged through robust performance appraisal • Tracking of achievement of disadvantaged pupils, through pupil progress meetings • Reviewing provision and intervention to accelerate attainment & progress • Targeting support for disadvantaged pupils with complex vulnerabilities e.g. attendance; child protection; family support • Overseeing initiatives which have an impact on outcomes for disadvantaged pupils • Reporting to local governing body on outcomes for disadvantaged pupils • Supporting staff well-being, pupil well-being and parental engagement • DHTs identifying vulnerable pupils (including disadvantaged) for food parcels and technologies loans during school closures <p><i>All points included tracking back for pupils impacted by the pandemic.</i></p>	
Cover for leaders to undertake interventions	<ul style="list-style-type: none"> • 1:1 and/or small group interventions were carefully planned with the Y6, Y2, Y1 and YR teams to cater for individual needs (i.e. spelling, reading, handwriting) • These interventions did occur - however these were impacted significantly by school closures. Despite this, progress observed was positive, particularly in pupil confidence. • A large proportion of disadvantaged children passed their phonics screening check in the autumn term 2020. 	
Participation in the Achievement for All Project	<ul style="list-style-type: none"> • Whole-school initiative described to have content bespoke for the school's specific needs. School did not see evidence of this. • Bi Weekly meetings with an 'Achievement Coach' did not occur due to coach's availability. • Analysis of the project shows little to no impact. 	The school will not continue with the program in 2021-2022
School Family Worker / Parental Engagement Officer	<ul style="list-style-type: none"> • High impact – evidenced through individual case studies • Proportions of parents engaging in school events has increased rapidly. • Preventative safeguarding work now completed by family worker • Parental engagement officer has developed systems for engagement (i.e. through social media) 	

	<ul style="list-style-type: none"> 98% of parents now signed up to School Comms and Marvellous Me app to be better informed regarding school. Well monitored and implemented by the Parental Engagement Officer Family worker completing weekly check ins (including food parcels) for disadvantaged pupils during school closures 	
<i>Intervention T and Intervention TAs</i>	<ul style="list-style-type: none"> Pupils engaged well in interventions Due to high needs across the school, T and TAs did not always have the knowledge and skills necessary to adequately support PPG children with complex needs 	Restructure of this team. Inclusion assistants will now work as part of the Inclusion Team in 2021-2022
<i>Mentoring Scheme in Year 6</i>	<ul style="list-style-type: none"> Begun but incomplete due to COVID-19 pandemic Scheme has had extensive success in past years, to run again in 2021-2022 	
<i>Attendance events</i>	<ul style="list-style-type: none"> Close liaison continued and developed with HCC AIO Meetings held with Attendance officer, phase leader and AIO to support Attendance previously steadily rising across the school and for disadvantaged pupils - this has been more difficult and disjointed due to the COVID-19 pandemic 	
<i>School Dog (Educational Assistance Dog)</i>	<ul style="list-style-type: none"> School dog has been instrumental to the return of anxious pupils following the COVID-19 pandemic Case studies indicate a significant impact for individual disadvantaged pupils with correlating SEND needs Pupil's voice indicates that they feel Murphy is a positive attribute to the school Staff voice indicates that pupils respond well to Murphy. Voice from the inclusion team shows that Murphy often prevents incident escalating to crisis Staff voice indicates that their well-being is supported Following his training - Murphy is now beginning to read with reluctant pupils 	
<i>Assistant Headteacher for Behaviour and Safeguarding</i>	<ul style="list-style-type: none"> Better monitoring of behaviour incidents across 2020-2021 including strategic monitoring of these by AHT Close relationships built with external agencies HT representative on DSPL2 Board, supported by AHT Clear reintegration process developed by AHT, including paperwork to support Applications successful for Local High Needs Funding and EHCPs for disadvantaged pupils RAG rating of all pupils (including disadvantaged) for level of support required during COVID-19 school closures 	
<i>Big Maths and Little Big Maths</i>	<ul style="list-style-type: none"> The embedding of this initiative has been impacted by COVID-19 Working with the Maths TLA, the maths team have instead embedded fluency sessions Big Maths and Little Big Maths will be relaunched in Autumn 2021 	Relaunched in Autumn 2021

<p><i>HfL Early Fluency Project and Fluency Project</i></p>	<ul style="list-style-type: none"> • Staff CPD supported staff knowledge of the reading fluency project. This was then observed as a strength of the school when teaching reading during lesson observations • Videos of strong sessions used when peer observation not possible due to COVID bubbles • Leaders hear children read to monitor well matched books • TLA support ensured all staff upskilled through CPD and shared planning 	<p>Increased capacity within school means fluency project will run in school but does not need to be funded through PPG funding</p>
<p>Teaching and Learning Advisor (TLA) time</p>	<ul style="list-style-type: none"> • Large impact across the school supporting staff CPD • Strong evidence of support for the school to 'track back' following school closures • A large proportion of year groups have made gains on the Autumn 2020 baselines, when looking at end of summer 2020 internal data 	