



Pupil Premium Strategy 2021-2024

This statement details our school's use of pupil premium funding (and recovery catch up 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 effect that last year's spending of pupil premium had within our school.

School Overview:

Detail	Data
School Name	Longmeadow Primary School
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	34.7% (92 pupils)
Academic year / years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	13th September 2021
Date on which it will be reviewed	Dec 2021 (or when recovery funding details are published by the DfE).
Statement authorised by	Emily Howley
Pupil Premium Lead	Katy Alexander
Governor	Russell Knell

Funding Overview:

Detail	Data
Pupil premium funding allocation this year	£123,740
Number of pupils in school	92
Recovery funding allocation this year	Not published until Dec 2021
Pupil premium carried forward from previous years	£0
Total budget for this academic year	£123,740

Part A: Pupil premium strategy plan

Statement of intent

At Longmeadow our vision of 'creating lifelong learning who are passionate about the things they do and successful in this things they try' relates to all pupils, including those who are disadvantaged. We have high expectations for all. Often, expectations relate to accelerated progress for disadvantaged pupils to diminish the difference between them and their non-disadvantaged peers.

Challenges:

Challenge number	Detail of challenge
1	Progress and attainment of disadvantaged pupils is often below that of their peers
2	The number of pupils who are in receipt of Pupil Premium and also on the SEN register
3	Pupils with specific social and emotional needs which impact their learning
4	Pupils with specific communication and language needs which impact their learning
5	The attendance and punctuality of disadvantaged pupils
6	Access to high quality models of communication and language
7	Parental engagement of disadvantaged pupils - particularly regarding attendance at information and workshop evenings and completion of homework and / or remote learning
8	Access to high-quality parenting - a significant proportion of families work with external safeguarding partners

Intended Outcomes

This section explains our intended outcomes **by the end of our current strategy plan in July 2024**. Information includes how we measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve attainment and progress data for disadvantaged pupils – despite an improving picture, our school data continues to represent that disadvantaged pupils achieve less well than their peers and are therefore less well prepared for the next stage in their education</p>	<ul style="list-style-type: none"> Disadvantaged pupils make progress that is better than their peers to diminish the difference by the end of KS2 Disadvantaged pupils achieve academically in line with their peers by the end of KS2
<p>Ensure that disadvantaged pupils with SEND receive the support they require to access learning - the strong correlation between disadvantaged pupils and a correlating SEND need at Longmeadow means that SENCO support should address this area and ensure appropriate adaptations are made in school to support their learning.</p>	<ul style="list-style-type: none"> The SENCo (and PPG lead) will have a clear understanding on the impact of SEND pupils on the disadvantaged group All disadvantaged pupils with correlating SEND will have clear and purposeful support plans (individualised). These plans will improve their attainment and progress data at the end of KS2 Reviews of quality of education at Longmeadow show adaptations to the curriculum are enabling SEND pupils to access the learning they need

<p>Work with families to improve attendance and punctuality for disadvantaged pupils – in school data informs us that attendance and punctuality remain an issue for disadvantaged pupils and their families. For example, a large majority (91%) of our persistently absent pupils are disadvantaged.</p>	<ul style="list-style-type: none"> • The proportion of pupils from disadvantaged groups who are absent or late to school has significantly diminished • Disadvantaged pupils who are persistently absent have clear support plans • Longmeadow work alongside other schools (for siblings) to make plans to improve attendance and punctuality • Longmeadow work with the Local Authority Attendance Improvement Officer (AIO) for disadvantaged pupils with complex cases
<p>Support the mental health and emotion needs of disadvantaged pupils so they are ready to learn – varied in school data, such as behaviour reports on CPOMs as well as external agencies such as Children’s Services and Herts Police tell us that our disadvantaged pupils have more mental health concerns, alongside family issues that serve as a barrier to their learning. Longmeadow also has a number of disadvantaged pupils who access counselling and other mental health support due to trauma.</p>	<ul style="list-style-type: none"> • The school has an embedded, whole school, therapeutic approach to managing behaviour • The AHT (for behaviour and safeguarding) and the SENCo, work closely supporting the needs of disadvantaged pupils with SEND, ensuring appropriate support plans are in place and actioned • There is a reduction in behaviour incidences for disadvantaged pupils following successful intervention • Character education is embedded across the school to support pupils well-being and development of their behaviour and attitudes • Complex cases of poor mental health receive outside agencies referrals and support

Activity in this Academic Year

This section explains how Longmeadow intends to spend our pupil premium (and recovery premium funding) **this academic year (2021-2022)** to try and address the challenges listed above.

Teaching

Budgeted Cost: £57,740

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
<p>To provide high-quality leadership of outcomes for disadvantaged pupils</p>	<p>Education Endowment Fund’s (EEF) diagnostic assessment (<i>leaders to put in place and monitor the outcomes of diagnostic assessments</i>). EEF Pupil Premium Guide - June 2019 Standards for Teacher Professional Development - July 2021 School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report Department for Education – May 2018</p>	<p>1, 7 and 8</p>
<p>Purchase of Early Years communication and language equipment</p>	<p>EEF Early Years Toolkit</p>	<p>1 & 6</p>

Introduction of Big Maths and Little Big Maths	EEF Teaching and Learning Toolkit Andrell Education Big Maths	1
Developing the use of NELI program (for communication and language) across EYs and Y1	Nutfield Early Language Intervention (NELI)	1 & 6

School Based Planning - Teaching

Area of Spend	Intended Outcomes - why these approaches are taken	Actions
To provide high-quality leadership of outcomes for disadvantaged pupils	<ul style="list-style-type: none"> • Close monitoring of first quality teaching through appropriate line management • To manage the design of appropriate intervention timetables and monitor the impact of these • To track and monitor outcomes for disadvantaged pupils • To implement initiatives to improve outcomes for disadvantaged outcomes • Target, provide and signpost appropriate support for disadvantaged pupils and their families • To observe first quality teaching and coach and mentor where necessary • To report on outcomes to the local authority and the school's governing board 	<ul style="list-style-type: none"> • Hold half termly pupil progress meetings that include PPG review and actions for these pupils - 3 meetings on quality of books and 3 meetings on progress and attainment internal data • PPG Lead to regularly review the progress of PPG pupils across the school • PPG Lead and SENCo to review the interventions timetables and provision maps and ensure appropriate coverage / impact • PPG Lead to review the PPG strategy / statement each term and adjust accordingly • Leaders to observe teachers termly and feedback to T / TAs • Provide coaching and mentoring as necessary, as outstanding teachers, to improve provision for PPG pupils • Phase leaders monitor the attendance / punctuality of PPG pupils
Purchase of Early Years communication and language equipment	<ul style="list-style-type: none"> • Purchase high quality resources to support the development communication and language from very low baselines for PPG children • 	<ul style="list-style-type: none"> • EYs staff create proposal for resources, based on successes and lessons learnt from equipment purchased from covid catch up fund • DHT to moderate the use of and impact of these resources • Progress and attainment data in C&L monitored by class team and DHT • Learning journals to include observations of how these are used by pupils. DHT to look for this in scrutiny
Introduce Big Maths and Little Big Maths	<ul style="list-style-type: none"> • Improve outcomes in maths across the school 	<ul style="list-style-type: none"> • Maths leads to introduce daily session of Big Maths and Little Big Maths • Paired observations where practice is strong • Monitor impact on children's maths fluency

		<ul style="list-style-type: none"> Work with Maths TLA to use and apply this in additional daily maths lesson
HfL Early Fluency Project and Fluency Project	<ul style="list-style-type: none"> Improve outcomes in phonics and reading across the school 	<ul style="list-style-type: none"> English leads to ensure all staff have training on reading fluency projects Staff strong in delivering the intervention to be observed by peers Lesson observations focus on reading fluency sessions (guided reading) Paired observations where practice is strong Leaders to hear children read Work with TLA to provide training as necessary
Herts for Learning Teaching and Learning Advisor Time	<ul style="list-style-type: none"> Improve outcomes in English and Maths across the school 	<ul style="list-style-type: none"> Class teachers to work with TLAs Staff to work with TLAs as necessary TLAs to provide whole staff training to support strong subject knowledge Embed the use of the 'Back on Track' curriculum Develop the use of termly 'engage and explore' units - centred upon a high quality picture books across the school

Targeted Academic Support

Budgeted Cost: £30,000

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
Cover for leaders to undertake interventions	School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report Department for Education – May 2018	1, 2, 3, 4, 6 and 7
Pastoral and SEND TA Interventions	EEF Early Years Toolkit EEF Teaching and Learning Toolkit	1, 2, 3, 4 and 7
Mentoring Scheme in Year 6	EEF Teaching and Learning Toolkit	1, 2, 3, 4, 5 and 7

School Based Planning - Targeted Academic Support

Area of Spend	Intended Outcomes - why these approaches are taken	Actions
Cover for leaders to undertake interventions	<ul style="list-style-type: none"> 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) 	<ul style="list-style-type: none"> Leaders to work with teachers to identify pupils individual gaps in learning

		<ul style="list-style-type: none"> • Provide interventions to support pupils to know more and remember more through pre and post teaching • Support in lessons to 'peel off' children who require further intervention to grasp concepts / address misconceptions • DHT / AHT to run booster groups • DHT / AHT to complete booster logs
Intervention TAs (pastoral and SEND)	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) to work on the correlation between PPG and SEND across the school • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practise and application of skills - post teaching • Pre-teaching to prepare pupils for future learning in order to support PPG children in lessons 	<ul style="list-style-type: none"> • Regular TA meetings with PPG Lead / SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher and SENCO / PPG Lead review – careful planning of interventions to be completed each half term/phase • TAs complete impact statements to provide evidence of outcomes and plan for next steps • SENCO / PPG lead to monitor the impact of interventions for PPG children • Intervention TAs
Mentoring Scheme in Year 6	<ul style="list-style-type: none"> • Teaching staff / Teaching Assistants deployed as mentors for Year 6 pupils to diminish the difference • Pastoral / learning dependent on individual need 	<ul style="list-style-type: none"> • Year 6 team assess level of need across Y6 • Staff assigned by SLT • Mentoring staff meet with class teachers • Meetings happen once per week • Mentoring log completed and impact monitored by Y6 team / DHT

Wider Strategies

Budgeted Cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Family Worker / Parental Engagement Officer	School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report Department for Education – May 2018	5, 7 and 8
Attendance support and events	Improving School Attendance - Support for Schools and Local Authorities DfE 2021	5, 7 and 8
School Dog	Herts for Learning - School Dogs	1, 2, 3, 4 and 5
Assistant Headteacher for Behaviour and Safeguarding	School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report Department for Education – May 2018	1, 2, 3, 4, 5, 6, 7 and 8

School Based Planning - Wider Strategies

Area of Spend	Intended Outcomes - why these approaches are taken	Actions
School Family Worker / Parental Engagement Officer	<ul style="list-style-type: none"> • Improve parental engagement including holding coffee mornings/stay and plays etc • Provide a wide range of support for disadvantaged families including attendance, routines, and standards of behaviour, basic needs, and communication with the school. • Act as a support and referral to specialist services for disadvantaged parents • Run holiday meet ups to ensure no family is left without support when school is closed during school holidays • School to run WOW days with parental engagement / open door workshops / stay and plays etc. Monitor attendance of disadvantaged families • Raise proportions of families eligible for PPG 	<ul style="list-style-type: none"> • Family Worker to work within the school 52 weeks a year. Worker to work with vulnerable families and maintain contact • Family worker to be a member of the school inclusion team • Family worker to engage in regular training to support families • Family worker to be a DSL and attend safeguarding meetings • Family worker / parental engagement officer to support with attendance for PPG pupils • Parental Engagement officer to support with WOW days / events, targeting vulnerable families • Parental engagement officer to work with families to support applications to raise proportions applying for PPG • Parental Engagement Officer to be a DSL and monitor safeguarding information coming into school for pupils with PPG
Attendance support and events	<ul style="list-style-type: none"> • Continue to rigorously and robustly track all pupils attendance with a focus on improving disadvantaged pupil, particularly persistent absentees • Review strategies for supporting children who are persistently late (inclusion team/family worker / AIO / external agencies) • Use school dog as a strategy to enable a meet and greet service (Murphy's morning walk) engaging children to get to school on time 	<ul style="list-style-type: none"> • Attendance officer / AHT to monitor and report attendance to phase leaders • Class teacher to phone parents who's child is less than 96% • Meeting with phase leader if attendance does not improve • Attendance surgeries with Attendance Officer and Parental Engagement Officer • Phase leaders met those who are persistently absent or who's attendance is not improving • All staff trained on emotional reasons behind school refusal
School Dog	<ul style="list-style-type: none"> • To provide attendance support for persistent absentees from the disadvantaged group – meet them in the morning for Murphy's morning walk • Provide highly motivational movement breaks for children in the disadvantaged group with complex additional needs • Provide specific reward time for disadvantaged pupils with SEMH needs • Provide reading support for reluctant readers in the disadvantaged group • Highly motivational ensuring disadvantaged children have positive experiences at school 	<ul style="list-style-type: none"> • PPG lead / AHT for behaviour to map provision for PPG children pastorally • Phase leaders / inclusion team to devise Murphy's timetable for reading and pastoral needs • Phase leaders / inclusion team to devise Murphy's timetable for movement breaks ensuring PPG children receive benefit from this

Assistant Headteacher for Behaviour and Safeguarding	<ul style="list-style-type: none"> • Bridge the link between PPG and safeguarding concerns across the school • Bridge the link between disadvantaged pupils and social, emotional and mental health needs (SEMH) • Deploy pastoral support as required 	<ul style="list-style-type: none"> • AHT for behaviour and safeguarding to monitor all pupils linked with safeguarding and their wider complexities • AHT to liaise with PPG lead • AHT to liaise with inclusion team regarding therapeutic support for PPG pupils • AHT to lead reintegration meetings and devise reintegration plans for PPG children who are excluded
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Total budgeted cost: £133, 740

Part B: Review of Outcomes in the Previous Academic Year

This section details the impact that our pupil premium activity had on pupils in the academic year 2020-2021.

Disadvantaged pupil progress scores for last academic year (from teacher assessment):				
	Positive		Significantly Positive	
	All	EverFSM	All	EverFSM
Reading	54	53	20	20
Writing	39	40	2	0
Maths	44	40	10	13

Disadvantaged pupil performance overview for the last academic year (from teacher assessment):			
Measure	Score		
Meeting expected standard at the end of KS2	Reading: 63%	Writing: 50%	Maths: 44%
Achieving the higher standard at the end of KS2	Reading: 19%	Writing: 0%	Maths: 19%

Review: Progress and Attainment Data		
Aim	Outcome	RAG Rating
Attainment and Progress in Reading and Writing	Disadvantaged children outperformed their non-disadvantaged peers at the end of KS2 in 2020-2021 in performance. Their progress was broadly in line. This is likely to be as a result of many of these pupils attending school during national school closures.	
Attainment and Progress in Mathematics	Disadvantaged children underperformed in maths at the end of KS2 in 2020-2021. Despite this pupils made progress broadly in line with their non-disadvantaged peers. The school will work closely with the maths advisor and explore strategies to support this, alongside the maths lead working with the mastery hub school to embed mastery approaches.	

Phonics	Disadvantaged pupils outperformed their non-disadvantaged peers in the 2020-2021 phonics screening check	
Other	Difficult to monitor attendance due to national school closures. However, it is noted that the majority (91%) of persistent absentees are disadvantaged pupils. School attendance strategy to be embedded from September 2021. The school will also continue cross-school and across-LA working to address this issue.	N/A

Externally Provided Programmes

Programme	Provider
Big Maths and Little Maths	Andrell Education
Nutfield Early Language Intervention	ELKLAN
Early talk Boost, Talk Boost and Phonics Boost Interventions	The Communication Trust
Back on track resources (English and Maths)	Herts for Learning
Explore and Engage resources	Herts for Learning