



Pupil Premium Strategy 2021-2022

Amount of Pupil Premium funding received 2021-2022:			
Total Pupil Premium Received:	£123,740	Total Pupils Eligible:	92 (34.7%)

Identified barriers to educational achievement

Longmeadow Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for social emotional and mental health needs
- Behaviour – pupils with specific social and emotional needs which affect their learning
- Attendance
- Access to language – especially from books
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- Parenting - a significant proportion of families work with external safeguarding partners

Rationale for expenditure

As identified in the 2020-2021 impact statement, many initiatives have been disrupted and disjointed following the disruption caused by school closures. Many strategies remain in place as early monitoring showed good impact.

Whole School:

- Leaders will monitor and address attainment and progress data, including those at risk of falling behind, through regular pupil progress meetings.
- The use of 'Big Maths' initiative will support attainment and progress in maths across the school, with 'Little Big Maths' used in Early Years.
- The School Dog will support with behaviour, attendance and reading across the school.

- The family worker will support with safeguarding (including bridging the gap between safeguarding agencies and families) and building positive school relationships.
- The parental engagement officer will support to build positive school relationships with parents, including the promotion of key school events.
- The Assistant Headteacher for Behaviour and Safeguarding will support with the correlation between disadvantaged pupils, disengagement with school and further complex needs including safeguarding.
- Participation in the Achievement for All Project, including training and coaching from an external coach for the PPG lead and staff training.
- DHTs will monitor progress and attainment for PPG pupils, and implement strategies where - particularly progress- is not yet good.
- DHT (SL) will deliver communication and language across the school and implement strategies in classrooms

Early Years:

- Due to low numbers of children at age related for communication and language on entry, interventions centre upon speaking and listening. This includes full use of the WellComm assessment for all children. Longmeadow will also purchase equipment to support C&L across the Early Years.
- Children will take part in 'Little Big Maths' sessions to support their mathematical development.
- The school Phonics progression document will be delivered to pupils, alongside strategies from the HfL Early Reading Fluency project. This is to support phonological awareness and the teaching of early reading.
- External Teaching and Learning advisers will work with both leaders and staff to support these strategies.

Key Stage One:

- Children will take part in daily 'Big Maths' sessions to support their mathematical development.
- Allocated pupil premium intervention time is dedicated, with particular focus on pupils who did not pass their phonics test across KS1 phase (or were not due to pass the cancelled June 2021 test in Year 1). Short, regular sessions with the interventions teaching assistant will address these needs.
- The Early Literacy Strategy will also run for children who are not at ARE in writing.
- The school phonics progression document will be delivered to pupils, alongside strategies from the HfL Early Reading Fluency project. This is to support phonological awareness and the teaching of early reading.
- External Teaching and Learning advisers will work with both leaders and staff to support these strategies.

Key Stage Two:

- Children will receive Wave 3 interventions if they are yet to pass their phonics screening check to support with reading.
- All pupils, including disadvantaged benefit from the HfL Reading Project with strategies delivered including Echo Reading. Disadvantaged pupils may be targeted through additional intervention sessions through the 'double dosing' technique.
- Children will take part in daily 'Big Maths' sessions to support their mathematical development.
- External Teaching and Learning advisers will work with both leaders and staff to support these strategies.
- TA hours (including intervention TAs) allocated across all year groups to further support disadvantaged pupils with specific reading, writing and mathematical difficulties. TA time is used for additional interventions, including time for pre-learning and consolidation of key concepts
- In Year 6, the intervention TA focuses on targeting those pupils not on track to achieve AREs in reading, writing and maths. In addition, funding has been allocated to release the DHT/AHT to target reading, writing and maths groups which include a large proportion of PP pupils not at ARE at the start of the year.
- A mentoring scheme is also in place across Year 6 for both pastoral and learning dependent on pupils needs.

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total Allocation
DHTs and Head of Inclusion to provide high-quality leadership of outcomes for disadvantaged pupils:	Whole Child Provision Attainment and Progress SEND Parental Engagement	£30,000
Cover for leaders to undertake interventions	Maths and English Progress and Attainment	£10,000
School Family Worker / Parental Engagement Officer	Parental Engagement	£20,000
Intervention TAs (pastoral and SEND)	Maths and English Progress and Attainment	£10,000
Mentoring Scheme in Year 6	Whole Child Maths and English Progress and Attainment Parental Engagement	£10,000
Attendance support and events	Attendance	£4,000
Purchase of Early Years communication and language equipment	Progress and attainment SEND Pupil engagement	£1,740
School Dog	Pastoral support Attendance Reading	£2,000
Assistant Headteacher for Behaviour and Safeguarding	Whole Child Attendance Pastoral Support Parental Engagement	£10,000
Big Maths and Little Big Maths	Provisions Subject Knowledge Maths Progress and Attainment	£7,500
HfL Early Fluency Project and Fluency Project	Provisions Subject Knowledge English including phonics Progress and Attainment	£7,500
Teaching and Learning Advisor Time	Provisions Subject Knowledge	£11,000

	Maths and English including phonics Progress and Attainment	
		Total: £123,740

Area of Spend	Intended Outcomes - why these approaches are taken	Actions
<i>To provide high-quality leadership of outcomes for disadvantaged pupils</i>	<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
<i>Cover for leaders to undertake interventions</i>	<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 • 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
<i>School Family Worker / Parental Engagement Officer</i>	<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 	<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

	<ul style="list-style-type: none"> • Run holiday meet ups to ensure no family is left without support when school is closed • 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 / 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
<i>Intervention TAs (pastoral and SEND)</i>	<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
<i>Mentoring Scheme in Year 6</i>	<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
<i>Attendance events</i>	<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
<i>Purchase of Early Years communication and language equipment</i>	<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

		<ul style="list-style-type: none"> • 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
<i>School Dog</i>	<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
<i>Assistant Headteacher for Behaviour and Safeguarding</i>	<ul style="list-style-type: none"> • Bridge the link between PPG and safeguarding concerns across the school 	<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
<i>Big Maths and Little Big Maths</i>	<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 • Work with Maths TLA to use and apply this in additional daily maths lesson
<i>HfL Early Fluency Project and Fluency Project</i>	<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
<i>Teaching and Learning Advisor Time</i>	<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

