

Pupil premium strategy statement: Longmeadow Primary School

1. Summary information					
School	Longmeadow Primary School				
Academic Year	2017/18	Total PP budget	£191, 400	Date of most recent PP internal Review	Sept 2017
Total number of pupils	420	Number of pupils eligible for PP	137	Date for next internal review of this strategy	Dec 2017

2. Current Outcomes				
	<i>Pupils eligible for PP</i>	<i>Whole School Data</i>	<i>Other pupils Nationally</i>	<i>RAG Rating</i>
% Pupils achieving the expected standard in reading writing and maths	55%	74%	71%	Gap is -16%
Average progress in reading	+2.66	+2.74	+0.33	+2.33
Average progress in writing	-0.55	+0.38	+0.17	-0.62
Average progress in maths	+6.52	+5.53	+0.28	+6.24

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<p>When deciding how to spend the Pupil Premium Grant (PPG) it is important that we look at the potential barriers to learning faced by pupils entitled to PPG in the context of our school. The reasons for underachievement are many and varied and could include:</p> <ul style="list-style-type: none"> o Social, emotional and mental health difficulties o Poor emotional resilience and self-regulation skills impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning o Mental health difficulties <p>We have identified the following as key issues for our pupils:</p>	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	The impact of complex social, emotional, and mental health needs on our disadvantaged pupils
B.	Low levels of language development for disadvantaged pupils including low levels of speech and language development and delay.
C.	Low levels of resilience emotionally and in relation to learning activities.

D.	The complex nature of how pupil premium children are affected by further disadvantage i.e. pupil premium with SEND pupil premium
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance of disadvantaged children including persistent absentees.
F.	Parental engagement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To provide enhanced support to meet the social, emotional, and mental health needs of pupils across the school.	PPG Case studies demonstrate impact of key interventions.
B.	Pupils leave reception with good levels of communication and language. Levels of spoken language remain consistently high across the school.	Communication and language attainment data rises at the end of reception. Support continues throughout KS1.
C.	Newly structured inclusion team support children to learn strategies for when things do not go well. They learn to self-regulate their behaviours.	CPOMs behavioural incidents. Case studies show the impact of specific intervention. Parents engage with the work.
D.	Embed greater tracking systems to understand the correlation between these groups. Use quality first teaching to specifically target these children, alongside clear CPD, following pupil progress meetings.	Leaders track the progress of the disadvantaged group rigorously. Disadvantaged groups make progress that is better than that of their peers in all year groups.

5. Key Sources of Evidence – What is the rationale and evidence for our pupil premium spending?		
Source		Summary of Evidence – what it tells us
i	Evaluation of Pupil Premium - Research Report Department for Education – July 2013	<ul style="list-style-type: none"> Some pupil premium support focused on wider issues in pupils' and families' lives, particularly where schools perceived these to be a 'barrier to learning' and felt that dealing with these would lead to improved attainment In general, schools had been providing support for pupils they saw as disadvantaged before the introduction of the pupil premium, and the most common resource they used when deciding how to spend the pupil premium was their own experience of what works Most were working with other schools, their local authority (LA) and/or external providers in order to provide support for pupils The type of support most likely to be considered very effective was additional staff
ii	The pupil premium: an update Ofsted – July 2014	<ul style="list-style-type: none"> Schools that are committed to 'closing the gap' and that have robust tracking systems show the most improvement Weak leadership and governance is an obstacle to effective pupil premium spending
iii	Teaching & Learning Toolkit	<ul style="list-style-type: none"> Based on these criteria, the most successful interventions include:

	Education Endowment Foundation (EEF)	<ul style="list-style-type: none"> • Meta-cognitive and self-regulation strategies • Effective feedback practices • Peer tutoring • Oral language interventions • Homework (at secondary level) • One-to-one tuition
iv	<p>What works for raising the attainment of pupils from disadvantaged backgrounds?</p> <p>Department for Education</p>	<p>The DfE and Ofsted have pointed to improving feedback as a highly effective way to use the pupil premium. Feedback:</p> <ul style="list-style-type: none"> • should focus on challenging tasks or goals, and on what is right rather than what is wrong • be given within a learning context in which it is relevant • is most effective when it is targeted at the process or strategies the pupil needs to understand and perform the task, rather than on the task itself
v	<p>The Pupil Premium: Making it work in your school</p> <p>Oxford School Improvement (OSI) - 2016</p>	<p>Oxford School Improvement (OSI) is an improvement service for primary schools provided by Oxford University Press. It has produced a report looking at the impact of specific interventions funded by the pupil premium. One of the interventions considered is increasing parental engagement.</p> <p>Research shows that if parents engage with their child's education, the attainment of the child will increase by 15% no matter what the social background of the family. The document suggests that the following strategies are effective at increasing parental engagement:</p> <ul style="list-style-type: none"> • Creating a welcoming environment for parents • Sending good news home • Encouraging support at home • Changing conversations so that they are structured and focus on really listening to parents' point of view

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Review	Cost
<p>To accelerate the progress and attainment of disadvantaged pupils.</p> <p>To provide enhanced support to meet the social, emotional, and mental health needs of pupils across the school.</p>	<p>Leadership of standards; quality of teaching learning and assessment; personal development; behaviour & welfare; disadvantaged groups; impact of pupil premium; leading pupil progress meetings.</p> <p>Key Stage Leader – One Per Phase Assistant Key Stage Leader – KS1 / KS2</p>	Performance Management	HT	Half Termly	£47,000
<p>All staff follow a new therapeutic approach to manage children's behaviour (based on the Herts STEPs approach).</p> <p>Children with complex social, emotional and mental health needs will be supported back into a place for learning more successfully.</p> <p>Parents will be more engaged with the process.</p> <p>Disadvantaged children supported by an inclusion assistant to self-regulate their behaviours using repair / restore / reflect method.</p>	<p>STEPS behaviour training for all staff including a non-teaching staff. Two members of the school leadership team to be trained as trainers to deliver the training. (supply costs).</p> <p>Training delivered as INSET. Non-teaching staff paid overtime hours to encourage whole school approach.</p> <p>Inclusion team developed to support disadvantaged pupils HT / DHT / SENCo / Inclusion assistant.</p> <p>Inclusion assistant to target disadvantage pupils for intervention.</p>	<p>Case studies.</p> <p>Analysis of CPOMs data for heads report.</p>	DHT Inclusion Team SENCo	Termly	£10,000

<p>Improve the quality of maths to help all children achieve the new assessment criteria standards, particularly around mental fluency.</p>	<p>This is a key area of our School Improvement Plan (Priority 5) but some core highlights from this are:</p> <p>Improve the quality and structure of the teaching of maths through the use of Big Maths initiative. This is to be taught daily across the school for 20 minutes in every class (Little Big Maths to be taught in Early Years). £1, 500 (Big Maths online subscription).</p> <p>Invest in staff training to ensure quality teaching of Big Maths. (£1, 000 INSET lead by ANDRELL Education)</p> <p>Improve the quality and quantity of manipulatives materials for using and applying in maths lessons. (£2, 000)</p> <p>Governor Link Visits will review the teaching of maths mental fluency and using and applying this knowledge in maths lessons.</p>	<p>The school performed extremely well in the new age-related tests in KS2 compared to the national average but we want to build on this within in year data across the school.</p> <p>KS2 data KS1 data GLD Maths outcomes R In year attainment and progress data Lesson observations .</p>	<p>Maths Lead (CL)</p> <p>DHT – lead for middle leaders and PPG lead</p>	<p>Termly</p>	<p>£4,700</p>
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Continue to improve the quality of reading to help all children achieve the new assessment criteria standards, particularly in KS2.	<p>Improve the quality of reading scheme material in KS2 to support with reading assessments. COST</p> <p>Invest in training to support the teaching of guided reading across the school (staff voice – Sept 2017).</p> <p>Invest in quality age related guided reading resources for children within the school.</p> <p>Invest in Miscue analysis materials for the assessment of reading throughout KS1 to inform teacher assessment at the end of KS1.</p> <p>Continue to improve the library area through the use of the librarian. Improve the learning environment within the library to make it more child friendly.</p>	<p>Improved levels of attainment data from in school attainment and progress data.</p> <p>Higher levels of engagement in reading.</p>	English Lead (SC)	Temly	£8,000
Total budgeted cost					£69,700

ii. Targeted support					
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	Review	Cost
Improved outcomes for disadvantaged children in communication and language by the end of the Early Years Foundation Stage, from low baseline data.	Targeted support from a Communication and Language Assistant through targeted interventions and support during child initiated learning.	CL data WellComm Screening Analysis Pupil progress meetings Case studies	EYs LEader	Termly	£12,092
Raise the proportions of disadvantaged pupils who pass the Year 1 phonics screening. Raise the proportion of disadvantaged pupils who pass the phonics re-check within Year 2	Intervention TA to run Phonics Boost intervention (Communication, Language and Literacy Trust) for disadvantaged children identified as at risk of not passing the phonics screening / did not pass the phonics screening in Y1. Training for TA for Phonics Boost intervention.	Phonics Screening data for disadvantaged pupils.	Phonics Lead	Termly	£8,500
To raise attainment in writing for disadvantaged pupils in KS1	Train an interventions TA to run Early Literacy Support Intervention for children from Y1 and in Y2 to support writing. KS1 TA for speech and language interventions with research showing direct link between high levels of speech and language and outcome in writing. Engage the SPLd base to run CPD for staff to support with literacy barriers to learning.	Book looks Pupil progress meetings	DHT	Termly	£8,500
Improve attendance figures for children on the Pupil Premium Register	Continue to track all areas of children's attendance (late, absence, etc). Identify barriers – work with families to remove barriers.	Attendance data	HT / School Office	Termly	£12,000

	<p>Attendance meetings held with parents for children <92% with attendance manager and then phase leaders if no improvement.</p> <p>Governors / SLT to discuss attendance reward/incentive including a non uniform day and visual rewards.</p>				
Run Imagine If Project for Y6 Pupils	<ul style="list-style-type: none"> - 11 x day sessions for Y6 pupils relating to building confidence, raising aspirations, raising confidence. 	<p>End of KS2 data</p> <p>Pupil voice</p> <p>Parental voice</p>	Y6 teachers	Termly	£3,150
Targeted support for children with social, emotional and mental health needs	<ul style="list-style-type: none"> - Pastoral support teaching assistant to run interventions including protective behaviours - Safe spaces developed to support children's needs 	PPG case studies	SENCo	Termly	£8,090
Total budgeted cost					£52,332

iii. Other approaches					
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	Review	Cost
To provide enhanced support to meet the social, emotional, and mental health needs of pupils across the school.	Provision of free fruit snack to every PPG child across EYFS – KS2; school subsidises this to ensure all children are included.	n/a	SLT	Termly	£4,040
Increase parental engagement in school. Offer pupils a broad and balanced curriculum.	Allow a Parental Budget of £100 for PPG children to encourage involvement in school and remove barriers to attendance.	Monitor disadvantaged children's access to wider opportunities.	HT	Annually	£13,700
To provide enhanced support to meet the social, emotional, and mental health needs of pupils across the school.	Music lessons: opportunity to learn musical instrument (violin) across	Yr 4 and Y6 PPG case studies	SLT	Termly	£1,620
To employ an experienced teacher, with a background in SEND and / or behaviour to run the school's Rainbow Room.	<ul style="list-style-type: none"> - Support children who are not in a place for learning and successfully and swiftly re-integrate them back into class - Support with SEND / behavioural strategies used during first quality teaching. - transition pupils back from exclusions, ensuring their successful reintegration. - coach and mentor staff in school to improve SEND provision within classrooms and across the school. - raise general knowledge and skills across the school by leading staff training and 1:1 sessions - engage with parents to build strong parental relationships. 	Case studies Data for vulnerable groups PPG data Personal development, behaviour and welfare across the school Pupil Voice Parent Voice	SENCo	Termly	£50,000

	<ul style="list-style-type: none"> - engage with external agencies, cascading key messages and delivering and implementing advice, alongside other staff - support with reactive behaviour management across the school - support children with complex behaviours and learning needs through intervention groups to accelerate their progress to improve outcomes for vulnerable groups linked to PPG 				
Total budgeted cost					£69,360
Total Spend					£191,392

6. Review of Expeniture				
Academic year	2015/16			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated Impact	Lessons Learned	RAG Rating
Improved oral language skills in Early Years	Introduce Early Talk Boost to complement current Wellcomm intervention Regular CPD for support staff Use of Makaton	62% of PPG children reached the ELG in communication, language and literacy in YR from a baseline of 42%. This had a further impact on literacy outcomes which rose from 17% at baseline with 54% of children attaining the ELG. PPG children attained in line with their peers in the EYFS.	Maintain provision. Extend impact into KS1.	

Continue to improve the quality of reading to help all children achieve the new assessment criteria standards, particularly in KS2.	<p>Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.</p> <p>Staff training on high quality feedback.</p> <p>Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.</p>	<p>High quality reading materials embedded into KS1.</p> <p>Greater depth attainment rose to 16% in reading for PPG children at the end of KS1 in 2016. This is lower than the 28% of other pupils Nationally.</p> <p>The proportions of PPG children attaining GDS in reading at the end of KS2 rose to 45%. This is significantly higher than 29% of other pupils Nationally.</p> <p>74% of PPG children passed their Y1 phonic s screening check which was lower than the National benchmark for PPG children of 84% and 84% of other pupils Nationally.</p>	<p>Better assessment opportunities required throughout KS1 to inform summative assessment and to intervene earlier.</p> <p>Develop phonic interventions across KS1 to support those at risk of falling behind.</p>	
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learnt	RAG Rating
Improved oral language skills in Early Years	1:1 and small group provision of Nuffield Early Language Intervention for children in Reception	62.9% of children reached the ELG in YR from a baseline of 44%. This had a further impact on literacy outcomes which rose from 20% at baseline with 53.7% of children attaining the ELG.	Maintain provision. Extend impact into KS1.	
<p>Ensure the attainment of pupils entitled to PPG continues to improve in Reading</p> <p>Increase in % of Most Able pupils achieving ARE or above</p>	Across the school, at least weekly small group sessions for prior high-attaining pupils with experienced teacher, in addition to standard lessons. This builds on our success with all PPG pupils.	<p>High quality reading materials embedded into KS1.</p> <p>Greater depth attainment rose to 16% in reading for PPG children at</p>	Better assessment opportunities required throughout KS1 to inform summative	

		<p>the end of KS1 in 2016. This is lower than the 28% of other pupils Nationally.</p> <p>The proportions of PPG children attaining GDS in reading at the end of KS2 rose to 45%. This is significantly higher than 29% of other pupils Nationally.</p> <p>74% of PPG children passed their Y1 phonic s screening check which was lower than the National benchmark for PPG children of 84% and 84% of other pupils Nationally.</p>	<p>assessment and to intervene earlier.</p> <p>Develop phonic interventions across KS1 to support those at risk of falling behind.</p> <p>Ensure that the progress of all disadvantaged groups is tracked to ensure that sub groups to pupil premium can be picked up (i.e. White British, pupil premium, boys for example) through rigorous monitoring).</p>	
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learnt	RAG Rating
Increased attendance rates	<p>Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Allow a Parental Budget of £100 for PPG children to encourage involvement in school and remove barriers to attendance</p>	<p>Absence rates followed up more swiftly by absence manager.</p> <p>Parental voice supports the parental budget for pupil premium.</p> <p>Absents rates rose marginally for PPG children from 5.5% to 5.6%.</p>	<p>Ensure attendance is challenge more rapidly by attendance manager and members of the SLT to support office staff to make</p>	

		Persistent absence for PPG children reduces from 15.3% to 14.7%.	further gains on progress made. Consider how to continue intensive monitoring now that HCC Attendance service reduced its service from September 2017.	
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