

# Longford Primary School

## Pupil premium strategy statement

### ‘We give them wings so they can fly’

Our School Aims:

**W**e provide a caring, safe school community where everyone feels valued and learns to respect others, the environment and the wider world.

**I**nspirational learning opportunities are provided, promoting a continued thirst for knowledge and love of learning.

**N**ew challenges and experiences develop resilience and encourage independence, preparing children for life in modern Britain.

**G**uiding and nurturing attitudes, knowledge and understanding, we aim to produce positive members of the community through effective team work and liaison between pupils, parents, staff and support services.

**S**upporting and motivating children, we recognise their achievements whilst continually working to improve the quality of provision and standards within the school.

## School development priorities

During 2016-17 we will concentrate on maximising progress for every child through four priority areas:

- Priority 1 - To raise standards in writing across the school by developing more effective teaching of key skills.
- Priority 2 - To raise standards in maths by developing challenge and expectation and the application of skills to problem solving.
- Priority 3 - Further develop standards in the Early Years by enhancing learning opportunities and interventions to narrow gaps between groups of pupils.
- Priority 4 - Further develop effective Leadership and Management strategies.

1. Summary information					
Academic Year	2016-17	Total PP budget	£122,760	Date of most recent PP Review	N/A
Total number of pupils	394	Number of pupils eligible for PP	89	Date for next internal review of this strategy	March 2017

<b>2. Current attainment (2016)</b>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>KS1 % achieving EXS in reading</b>	38%	78%
<b>KS1 % achieving in EXS writing</b>	50%	70%
<b>KS1 % achieving in EXS maths</b>	75%	77%
<b>KS1 Progress in reading (EXS – EXS/EXC – GDS)</b>	EXS: 50%/GDS:100%	EXS: 87%/GDS: 66%
<b>KS1 Progress in writing (EXS – EXS/EXC – GDS)</b>	EXS: 50%/GDS: 100%	EXS: 83%/GDS: 53%
<b>KS1 Progress in maths (EXS – EXS/EXC – GDS)</b>	EXS: 100%/GDS: 0%	EXS: 87%/GDS:61%
<b>KS2 % achieving EXS in reading, writing and maths</b>	19%	60%
<b>KS2 % achieving EXS in reading</b>	24%	71%
<b>KS2 % achieving EXS in writing</b>	33%	79%
<b>KS2 % achieving EXS in maths</b>	43%	75%
<b>KS2 Progress score in reading</b>	<b>-2.59</b> (L 0.90, M -3.50, H -5.54)	L 0.36, M 0.35, H 0.30
<b>KS2 Progress score in writing</b>	<b>-4.40</b> (L-6.04, M -4.82, H -0.48)	L 0.34, M 0.10, H 0.11
<b>KS2 Progress score in maths</b>	<b>1.50</b> (L 3.20 M 0.33, H 2.31)	L 0.45, M 0.26, H 0.17

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor attainment on entry – particularly communication and language skills leading to lower percentage reaching expected standard in CLL, Literacy & Maths. Therefore % achieving GLD is lower
<b>B.</b>	Percentage of pupil premium children on track for ARE in reading, writing and maths
<b>C.</b>	Increasing number of behavioural issues for a number of children (due to high inward mobility) across the school having detrimental impact on all children within the year group/class during literacy and maths or preventing afternoon interventions.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parental engagement is low, particularly as pupils move through the school. Home support is often lacking.
<b>E.</b>	Attendance of many pupils eligible for pupil premium is lower than the school average and persistent absence high (18.4% PA) meaning that these children not only miss daily lessons but additional interventions put in place to support and accelerate progress.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase % of children achieving GLD at both expected and exceeding level	EXS: 75% EXC: 20%
<b>B.</b>	Increase percentages of pupils on track to meet ARE at the end the academic year (across the whole school).	Percentage of pupils on track to meet ARE meets target figures: Y1: R 73% W 73% M 80% Y2: R 60% W 55% M 64% Y3: R 60% W 64% M 64% Y4: R 75% W 50% M 58% Y5: R 60% W 46% M 60% Y6: R 70% W 59% M 71%
<b>C.</b>	Meet the needs of pupils with social, emotional and behavioural difficulties so they and other pupils can access their learning (including those new to school).	Reduced number of behavioural incidents in class and at lunch times Boxall profiles show improved scores
<b>D/E.</b>	Increased parental engagement and attendance rates for pupils eligible for pupil premium.	Reduce % of persistent absence to <b>at least</b> 15.1% (national FSM) and closer to overall national figure of 8.8% Increase average attendance to a target figure of 95%

5. Planned expenditure					
Academic year	2016-17				
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.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise standards in maths by developing challenge and expectation and the application of skills to problem solving.	Whole school CPD through INSET (Entrust/Gareth Metcalfe) Dedicated staff meeting time to develop a consistent whole school approach (mastery) Peer observation Increased opportunities for application of maths across the curriculum Continued leader training and mentoring – network meetings 1:1 targeted commissioned class teacher support and mentoring 1:1 online tuition through 3 <sup>rd</sup> space learning RM maths Smaller teaching groups in Y6	On average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.  Evidence indicates that one to one tuition can be effective	Rigorous monitoring through observation, work scrutiny, learning walks and pupil interview  Pupil and group tracking	AG: maths LL: PP/CPD HH: strategy	Half-termly

To raise standards in writing across the school by developing more effective teaching of key skills.	Whole school CPD through INSET (Alan Peat) Dedicated staff meeting time to develop a consistent whole school approach Increased extended writing opportunities across the curriculum Continued leader training and mentoring – network meetings 1:1 targeted commissioned class teacher support and mentoring Smaller teaching groups in Y6	Quality first teaching is the key to success with all learners. A coherent, engaging collaborative, consistent and progressive approach across the school should reduce, from the start, the number of children who need extra help with their learning or behaviour.	Rigorous monitoring through observation, work scrutiny, learning walks and pupil interview  Portfolio of ARE/GD examples  Pupil and group tracking	HD: literacy LL: PP/CPD HH: strategy	Half-termy
Improve use and impact of assessment practice including feedback and assessment for learning	Consistent approach to assessment Review marking and feedback policy Whole school training on effective marking and feedback (link to policy) – including teaching assistants Dedicated staff meeting time to establish, share and embed Develop shared understanding of ARE at different points in the academic year across the school Cluster and in-school moderation activities	Feedback studies tend to show very high effects on learning. Previous research suggests that providing high quality feedback is one of the most effective and cost-effective ways of improving pupils' learning.	Book scrutiny  Pupil progress meetings  Pupil and group tracking Planning scrutiny	LL: CPD & assessment lead	Half-termy
<b>Total budgeted cost</b>					£41,428
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve quality and impact of TA led interventions	SENCo to organise weekly in-school training opportunities for all teaching assistants Teaching assistants to receive training in the planning and delivery of proven effective intervention programmes eg FFT interventions, ECC interventions, literacy and maths support	Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.	Intervention book scrutiny Intervention observations and learning walks Pupil interview  Pupil and group tracking	MH AG: maths HD: literacy LL: CPD	Half-termy
Children who join the school with social, emotional or behavioural needs to access lessons	Baseline children on entry Ensure new parents and children have a clear understanding of expectations Identify support needs quickly through open parental discussions prior to joining school	EEF toolkit shows that behaviour interventions can produce large improvements in academic performance along with a decrease	Behaviour /red card reports Boxall profiles Reduced number of exclusions	MH SB TM	Half-termy

		in problematic behaviours. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.			
Increased % of pupils achieving GLD at expected and exceeding levels	Baseline on entry to quickly identify needs Run parent workshops of both an academic (expectations) and creative nature Provide 'homework pack' to ensure all pupils have access to necessary resources at home Targeted daily interventions based on need eg phonics, dough gym, finger gym, time to talk, number Communicate ½ termly targets with parents	Evidence suggests that early years intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	Rigorous monitoring through observation, work scrutiny, learning walks and pupil interview  Portfolio of examples  Pupil and group tracking	EB	Half-termly
<b>Total budgeted cost</b>					£57,706
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased parental engagement	Increase number of workshops offered to parents of an academic nature to enable them to better support children at home. Offer opportunities for parents to participate in workshops/activities within school Parent/child project	There is some evidence that supporting parents with their first child will have benefits for siblings. The impact of parents' aspirations is also important	Parent feedback Parent dashboard % attendance at parents evening	EB	Half-termly
Reduced persistent absence	Send letters more frequently to parents of pupils with low attendance Phone parents on first day of absence to challenge absence Head Teacher to arrange meetings with parents of pupils who are persistently absent (through home-school link worker) – target key year groups/families first Start EHA where necessary to provide support Involve external agencies where required	Internal data shows that children who regularly attend school are attaining within age related expectations across the school in sharp contrast to those who don't	Monitor attendance levels	HH TM	Half-termly
<b>Total budgeted cost</b>					£23,626