Longford Primary Academy

Pupil premium strategy statement

'Hand in Hand we Learn'

School development priorities

During 2018-19 we will concentrate on maximising progress for every child through four priority areas:

- Priority A - To raise standards in teaching and learning.
- Priority B - To improve the safety and wellbeing of pupils by raising attendance rates and further developing a culture of safeguarding.
- Priority C – To improve quality of provision for EYFS.
- Priority D – To develop the capacity of the leadership team
- Priority E – To implement an enriching, balanced, broad and vibrant curriculum.

1. Summary information					
Academic Year	2018-19	Total PP budget	£121,440	Date of most recent PP Review	July 2018
Total number of pupils	310	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Dec 2018

2. Current attainment (2017)		
	Pupils eligible for PP (Longford)	*Pupils not eligible for PP (national average)*
KS1 % achieving EXS+ in reading	53%	%
KS1 % achieving in EXS+ writing	53%	%
KS1 % achieving in EXS+ maths	71%	%
KS2 % achieving EXS+ in reading, writing and maths	8%	70%
KS2 % achieving EXS+ in reading	42%	80%
KS2 % achieving EXS+ in writing	8%	83%
KS2 % achieving EXS+ in maths	58%	81%
KS2 Progress score in reading	-0.31	0.31
KS2 Progress score in writing	-6.32	0.24
KS2 Progress score in maths	-0.75	0.31

	3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Poor communication and language skills impacting upon attainment and progress across the curriculum
B.	Inconsistent quality of teaching across the school leading to slower progress and a lower percentage of pupil premium children on track for ARE in reading, writing and maths (particularly writing) across the school.
C.	Inconsistent quality of interventions used to narrow the gap and accelerate progress of identified children.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Social and emotional needs of some children are high, leading to
E.	Attendance (93.9%) of many pupils eligible for pupil premium is lower than the school average and persistent absence high (26%) meaning that these children not only miss daily lessons but additional interventions put in place to support and accelerate progress.

4. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Develop provision to improve language levels across the school and curriculum to accelerate progress across the curriculum (YR – Y6).	Pupil progress in reading and writing will be accelerated, with attainment levels at least in line with the rest of the school (see target % below).
B.	Development of an engaging, challenging and enriched curriculum based on children's interests and needs. Increased percentage of pupils on track to meet ARE at the end the academic year (across the whole school) through professional development, raised expectations, an engaging curriculum, effective data scrutiny and assessment for learning leading to consistently high quality first teaching.	Percentage of pupils on track to meet ARE meets target figures: <table><tr><td>Year group</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>1</td><td>60%</td><td>60%</td><td>60%</td></tr><tr><td>2</td><td>85.8%</td><td>85.8%</td><td>85.8%</td></tr><tr><td>3</td><td>79.1%</td><td>79%</td><td>84.4%</td></tr><tr><td>4</td><td>63.7%</td><td>63.7%</td><td>72.8%</td></tr><tr><td>5</td><td>61.6%</td><td>61.6%</td><td>61.6%</td></tr><tr><td>6</td><td>71.5%</td><td>42.9%</td><td>71.5%</td></tr></table>
C.	Established inclusion team. Professional development opportunities for teaching assistants and raised expectations for all to ensure effective interventions are in place leading to accelerated pupil progress and narrowing of gaps to ARE.	• Pupil progress is accelerated and raised attainment across the school (see target % above). • Pupils with SEND make at least expected progress (measured by PIVATS scores)
D.	Raised expectations of pupils' abilities and behaviour. Consistent application of the behaviour policy. Needs of pupils identified through rigorous monitoring of incidents by the inclusion team which are met through swift intervention and application of behaviour policy. 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 to show improved scores • Improved behaviour for learning evident through lesson observation and learning walks impacts on progress and attainment
E.	Improve attendance figures for children eligible for pupil premium.	• Reduce % of persistent absence to **at least** 5.2% (national FSM) and closer to overall national figure of 3.9% • Increase average attendance to a target figure of 96%

5. Planned expenditure					

Academic year	2018-19				

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	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 teaching and learning by providing consistently good teaching to ensure every child makes at least expected progress.	Strategic release of Vice Principal and SENDCO to support, coach and mentor teaching staff and teaching assistants across the school. External coaching of senior leaders Develop positive learning behaviours of all children through the review of curriculum provision. Review and consistent application of behaviour policy Whole school professional development timetable to focus on identified needs eg guided reading, writing, phonics and language. Release time for peer observation within the MAT. Apply and embed reading and language development into teaching and learning across the curriculum. Enrich the curriculum through trips and visits. Use of technology (iPads, publishing, blogs) to engage children and provide purposeful outcomes for their learning	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. Pupil and group tracking Planning scrutiny Curriculum overviews Pupil voice	AG: Maths HD: English EB: EYFS ML: Inclusion LL: PP/Data LC: T&L	Half-termly
Improve use and impact of assessment practice including feedback and assessment for learning	Embed marking and feedback policy through monitoring and ongoing CPD. Trust, cluster and in-school moderation activities to ensure a consistent and accurate understanding of ARE & GDS.	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	SLT	Half-termly
Develop provision to improve language levels across the school to accelerate progress across the curriculum	PP lead to carry out BPVS III assessments Whole school training to develop strategies and provision of a curriculum to address language barriers.	Research shows that disadvantaged pupils have access to lower levels of vocabulary at home.	Planning scrutiny Pupil and group tracking Observation, work scrutiny and learning walks	HD: English EB: CLL ML: SEND LL: PP LC: T&L	Termly
				Total budgeted cost	

ii. Targeted support

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?
Improve quality and impact of TA led interventions	SENDCO/VP to organise in-school training opportunities for all teaching assistants eg the planning and delivery of proven effective intervention programmes eg FFT interventions, ECC interventions, literacy and maths support SENDCO/VP to organise and have overview of interventions led by TAs across KS1 & KS2 SENDCO/VP to deliver high quality interventions according to need.	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: SEND LL: PP AG: Maths HD: English	Half-termly
Children with social, emotional or behavioural needs to access learning	Baseline children on entry Ensure new parents and children have a clear understanding of expectations Review and consistent application of behaviour policy Identify support needs quickly through open parental discussions prior to joining school Peer observations/shared practice Nurture provision for groups of children according to need Pastoral lead to develop stronger links with parents, scrutinise data to identify needs and support the development of action plans/behaviour diaries/PSPs across the school Pastoral lead to be proactive in providing support for/training class teachers who have children with known behavioural needs	EEF toolkit shows that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	Behaviour analysis and monitoring Boxall profiles Reduced number of exclusions Observations and learning walks	ML: Behaviour lead TM: Nurture	Half-termly
				Total budgeted cost	

iii. Other approaches

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?
Raised expectations and improved behaviour – both social behaviours and	Review policy and practice to ensure a consistent approach across the school and a meaningful and structured approach to rewards and consequences Establish inclusion team to rigorously monitor and reinforce the new policy High SLT presence around school to monitor and address behaviour daily	Poor behaviour is a barrier to learning Children who engage fully with their learning are more likely to make progress	Monitoring (daily) Learning walks Tracking and analysis of behavioural incidents Immediate follow-up	LC SLT	½ termly

behaviour for learning	Constructive use of assessment and pupil voice to ensure the curriculum is engaging and purposeful.				
Increase attendance and 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 Working party to research and develop strategies for improving attendance Improve quality of rewards & incentives for good attendance (100%) Class teachers to tackle attendance issues quickly (face to face)	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 Monitor levels of persistent absence Track attainment and progress of pupils with poorer attendance vs those with better attendance	TM: Home-school link LC: Attendance lead	Half-termly
			Total budgeted cost		

Review of Pupil Premium Strategy 2018-19

	Desired Outcomes and How They Will Be Measured	Success Criteria	Outcomes/Impact
A			
B			
C			
D			
E			