



Longford Primary Academy

Pupil premium strategy statement

'Hand in Hand we Learn'



School development priorities

During 2019-20 we will raise standards across the school through five priority areas:

- Priority A - To further raise standards in teaching and learning
- Priority B - To improve the safety and well-being of pupils through revised PSHE/SMSC/e-safety curriculum and reduce persistent absence.
- Priority C - To improve quality of provision for pupils in EYFS
- Priority D - To continue to develop the capacity of the leadership team
- Priority E - To implement an enriching, balanced, broad and vibrant curriculum

1. Summary information					
Academic Year	2019-20	Total PP budget	£81,840	Date of most recent PP Review	25/6/19
Total number of pupils	291	Number of pupils eligible for PP	68	Date for next internal review of this strategy	5/12/19
2. Current attainment (2019)					
UNVALIDATED			<i>Pupils eligible for PP (Longford)</i>	<i>Pupils not eligible for PP (national average)</i>	
KS1 % achieving EXS+ in reading			71%	78%	
KS1 % achieving in EXS+ writing			71%	73%	
KS1 % achieving in EXS+ maths			57%	79%	
KS1 % achieving in EXS+ in RWM			43%	TBC	
KS2 % achieving EXS+ in reading			43%	TBC	
KS2 % achieving EXS+ in writing			14%	TBC	
KS2 % achieving EXS+ in maths			29%	TBC	
KS2 % achieving EXS+ in RWM			14%	71%	
KS2 Progress score in reading			-4.0	TBC	
KS2 Progress score in writing			TBC	TBC	
KS2 Progress score in maths			-4.2	TBC	

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

In-school focus areas

- A.** Enable children to access a full curriculum through the development of communication and language skills on entry to school, that will support the development of writing.
- B.** Support pupil engagement with the curriculum by developing early reading, phonics and deeper comprehension skills.
- C.** Develop transferable, mathematical skills and thinking to enable children to mathematically reason and tackle complex problems.

External focus areas

- D.** Meet social and emotional needs of children and their families which are preventing them from engaging with the curriculum.
- E.** Ensure a consistent education and raise awareness of the negative impact that missing learning opportunities due to absence can have on children's progress and self-esteem.
- F.** Develop positive learning behaviours and an enriched curriculum through the provision of opportunities including visits, residential trips, life skills which impacts on pupils' self-esteem, confidence, social, emotional and mental health.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>														
A.	Improve the quality of the spoken dialogue in classrooms.	66% achieve ELG for CLL														
B.	Improve writing skills of PP children to accelerate the progress and reduce attainment gap between PP and non-PP children in writing.	<table border="1"> <thead> <tr> <th>Year</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>% EXS</td> <td>60</td> <td>40</td> <td>87.5</td> <td>64.7</td> <td>50</td> <td>52.9</td> </tr> </tbody> </table> <p>Progress scores at least 0</p>	Year	1	2	3	4	5	6	% EXS	60	40	87.5	64.7	50	52.9
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C.	Further improve quality of phonics teaching to increase % of PP children passing phonics check in line with national average	Y1 target - 80% pass Y2 retake – 60%														
D.	Improve reading comprehension skills through access to high quality texts and book talk to narrow attainment gap between PP and non-PP children	<table border="1"> <thead> <tr> <th>Year</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>% EXS</td> <td>60</td> <td>40</td> <td>75</td> <td>76.5</td> <td>50</td> <td>64.7</td> </tr> </tbody> </table> <p>Progress scores at least 0</p>	Year	1	2	3	4	5	6	% EXS	60	40	75	76.5	50	64.7
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E.	Reduce attainment gap between PP and non-PP children in maths through the improvement of basic skills and reasoning.	<table border="1"> <thead> <tr> <th>Year</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>% EXS</td> <td>60</td> <td>40</td> <td>87.5</td> <td>70.6</td> <td>50</td> <td>64.7</td> </tr> </tbody> </table> <p>Progress scores at least 0</p>	Year	1	2	3	4	5	6	% EXS	60	40	87.5	70.6	50	64.7
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F.	Improve social and learning behaviours through the provision of an appropriate, tailored, enriching and engaging curriculum.	Reduce behavioural incidents recorded for PP children by 50%														
G.	Improve attendance figures for children eligible for pupil premium.	Attendance target 96% & PA target 5%														
H.	All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these.	All PP pupils attended trips. Visits and fascinator experiences through funded places in order to broaden experiences and improve attainment and progress through first hand experiences.														

5. Planned expenditure

Academic year
2019-20

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?
Improve the quality of the spoken dialogue in classrooms.	<p>Use SLCT tools – ‘Communication commitment’ to audit the school and create an action plan to develop and implement a speech, language and communication curriculum.</p> <p>Initial focus across EYFS & KS1 to develop best practice. This will provide early intervention with pupils who have been identified as having poor CLL and weakness in writing.</p>	<p>Good spoken language and communication skills are strong predictors of reading, writing and later academic success. For children who experience social deprivation, strong early spoken language has been shown to be the best indicator of those who can ‘buck the trend’ and escape poverty in adult life with better long-term employment prospects.</p>	<p>CLL tracking and progress (EYFS)</p> <p>KS1 tracking</p> <p>Minimum ½ termly progress meetings between PP lead & teachers</p> <p>Learning walks and drop-ins</p> <p>Pupil voice</p>	<p>LL – PP lead ML – SEND HW – EYFS/ English lead</p>	<p>Ongoing weekly monitoring through SLT drop-ins</p> <p>Formally – half-termly</p>
Improve social and learning behaviours through the provision of an appropriate, tailored, enriching and engaging curriculum. (Narrow attainment gap (RWM) and accelerate progress)	<p>Embed strategies to develop growth mindset – provide CPD as necessary.</p> <p>Complete school audit and produce action plan</p> <p>Ongoing/cyclical CPD to introduce metacognition and self-regulation strategies and develop childrens’ skills.</p> <p>*TDT focus</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. (EEF)</p>	<p>Minimum ½ termly progress meetings between PP lead & teachers</p> <p>Learning walks and drop-ins</p> <p>Pupil voice</p>	<p>LL – PP lead</p>	<p>Ongoing weekly monitoring through SLT drop-ins</p> <p>Formally – half-termly</p>
Improve reading comprehension skills through access to high quality texts and book talk to narrow attainment gap between PP and non-PP children	<p>Embed whole-class guided reading using high quality texts: Teach reading comprehension strategies through modelling and supported practice</p> <p>Purchase whole class, age appropriate, engaging texts.</p> <p>Maintain cyclical approach to CPD (including support from SLE).</p>	<p>On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress EEF</p>	<p>Minimum ½ termly progress meetings between PP lead & teachers</p> <p>Learning walks and drop-ins</p> <p>Pupil voice</p>	<p>LL – PP lead HW – English lead</p>	<p>Ongoing weekly monitoring through SLT drop-ins</p> <p>Formally – half-termly</p>

Further improve quality of phonics teaching to increase % of PP children passing phonics check in line with national average	Quality of teaching – embed approaches to phonics, (Letters and sounds) through continued and reflective CPD across the school for both teachers and teaching assistants.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. (EEF)	Rigorous monitoring of phonics teaching and tracking of data by phonics lead. Learning walks and drop-ins.	LL – PP lead HW – English lead	Ongoing weekly monitoring through SLTdrop-ins Formally – half-termly
Improve writing skills of PP children to accelerate the progress and reduce attainment gap between PP and non-PP children in writing.	Quality of teaching - Teach writing composition strategies through modelling and supported practice. - Develop pupils' transcription and sentence construction skills through extensive practice - Target teaching and support by accurately assessing pupil needs - Feedback - Expectations - CPD - Scaffolding - Texts - S&L curriculum - High quality assessment & diagnosis	Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goal setting and activating prior knowledge. A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.	Minimum ½ termly progress meetings between PP lead & teachers Learning walks and drop-ins Pupil voice	LL – PP lead HW – English lead	Ongoing weekly monitoring through SLTdrop-ins Formally – half-termly
Reduce attainment gap between PP and non-PP children in maths through the improvement of basic skills and reasoning.	Quality of teaching - Feedback - Expectations - level of challenge - scaffolding vs differentiation An approach based on mastery: - makes use of mathematical representations that expose the underlying structure of the mathematics; - helps children to make sense of concepts and achieve fluency through carefully structured questions, exercises and problems that use conceptual and procedural variation to provide 'intelligent practice', which develops conceptual understanding and procedural fluency in parallel; - blends whole class discussion and precise questioning with intelligent practice and, where necessary, individual support. -	Countries employing a mastery approach expose almost all of the children to the same curriculum content at the same pace, allowing them all full access to the curriculum by focusing on developing deep understanding and secure fluency with facts and procedures, and providing differentiation by offering rapid support and intervention to address each individual pupil's needs. (NCTEM)	Monitoring of maths teaching and progress by maths lead. Minimum ½ termly progress meetings between PP lead & teachers Learning walks and drop-ins Pupil voice	LL – PP lead AG – Maths lead	Ongoing weekly monitoring through SLTdrop-ins Formally – half-termly
Total budgeted cost					£33,774.67

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?
Further improve quality of phonics teaching to increase % of PP children passing phonics check in line with national average	Up-skill teaching assistants through CPD to enable effective grouping of children and well-targeted interventions. Timely reviews of pupil attainment by English lead to meet pupil needs through re-grouping	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners as they begin to read. (EEF)	Rigorous monitoring of phonics teaching and tracking of data by phonics lead. Learning walks and drop-ins.	LL – PP lead HW – English lead ML - SEND	Ongoing weekly monitoring through SLT drop-ins Formally – half-termly
Improve reading comprehension skills through access to high quality texts and book talk to narrow attainment gap between PP and non-PP children	Provide further CPD for teaching assistants to ensure interventions are effective. CPD will take place through workshops delivered by commissioned SLE support. Professional development meetings led by SLT/subject leads and peer observations.	Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. (EEF)	Learning walks and drop-ins ½ termly data/tracking of progress ½ termly progress meeting with TAs delivering interventions.	LL – PP lead HW – English lead ML - SEND	Ongoing weekly monitoring through SLT drop-ins Formally – half-termly
Reduce attainment gap between PP and non-PP children in maths through the improvement of basic skills and reasoning.	Provide further CPD for teaching assistants to ensure interventions are effective. CPD will take place through workshops delivered by commissioned SLE support. Professional development meetings led by SLT/subject leads and peer observations.	There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions. (EEF)	Learning walks and drop-ins ½ termly data/tracking of progress ½ termly progress meeting with TAs delivering interventions.	LL – PP lead AG – Maths lead	Ongoing weekly monitoring through SLT drop-ins Formally – half-termly
Improve social and learning behaviours through the provision of an appropriate, tailored, enriching and engaging curriculum.	Identification of pupils with needs through ongoing behaviour monitoring. FSW & SENDCO to liaise regarding these children - use of outcome star to identify specific needs. Provision of 6-week nurture programme based on identified needs. Strategies to be shared with class teachers to support re-integration into daily class life.	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Average impact of four months' additional progress. (EEF)	½ termly analysis of behaviour outcomes by SENDCO ½ termly progress meetings between PP lead/SENDCO & FSW Pupil voice Staff voice	LL – PP lead ML - SENDCO TM – FSW	Ongoing weekly monitoring through SLT drop-ins Formally – half-termly
Total budgeted cost					£37,116.83

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?
All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these.	Ring fence funding to support the attendance of learning opportunities such as residential in years 2, 4 and 6.	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)	Pupil voice Analysis of PP take up of extra-curricular opportunities and visits	LL – PP lead LR – PE lead	Termly
Improve attendance figures for children eligible for pupil premium.	FSW to embed and further develop policy and practice regarding attendance through CPD, liaison with EWO & Principal. FSW to organise attendance meetings/workshops with parents. Class teachers to put strategies in place to support children who have been absent from school.	PP attendance 2018/19: 94.54% (No EYFS: 94.76%) PP persistent absence 2018/19: 11.29% (No EYFS: 8.33%) Figures are not in line with national average. Children need to attend school regularly in order to access teaching firstly and any interventions in place to support them in narrowing the gap. Children who are absent from school will fall behind in their learning as gaps will hinder progress.	½ termly meetings with PP lead to identify and discuss vulnerable children	LL – PP lead TM – FSW LC -Principal	½ termly
Total budgeted cost					£10,948.50