Pupil premium strategy statement 2020-23

'Hand in Hand we Learn'

School overview

School name	Longford Primary Academy	Proportion of disadvantaged pupils	37% (103 pupils)
Pupils in school	282	Pupil premium allocation this academic year	£109, 065
Publish date	January 2020	Review date	January 2021
Pupil premium lead	Michelle Lucas	Governor lead	Ian Hunt

Disadvantaged pupil progress scores for last academic year

*Due to the national pandemic, national assessments were not carried out and no data reported to the local authority or the Department for Education for 2020.

	Attainment 2019		2020 Predictions
Measure	Pupils eligible for PP (Longford)	Pupils **not** eligible for PP (nationally)	Pupils eligible for PP (Longford)
KS1 Reading	63%	78%	57%
KS2 Writing	75%	73%	50%
KS2 Maths	63%	79%	57%
KS2 Reading	33%	78%	ARE: 47% GDS: 24%
KS2 Writing	0%	83%	ARE: 41% GDS: 6%
KS2 Maths	17%	84%	ARE: 47% GDS: 6%
KS2 RWM	0%	71%	ARE: 41% GDS: 6%
Attendance	94.4%	-	-
Persistent absence	12.5%	-	-

Strategy aims for disadvantaged pupils

Strategy aims	Success Criteria	RAG 2021	RAG 2022	RAG 2023
Priority 1 Improve the quality of the spoken dialogue in classrooms.	% of pupils achieving ELG for communication and language in line with national averages Narrow gap to 78% BPVS & reading fluency measures in line with chronological age			
Priority 2 Improve writing skills of PP children to accelerate the progress and reduce attainment gap between PP and non-PP children in writing.	Progress scores at least 0 <table><tr><td>2021 targets</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>% EXS</td><td>53.8%</td><td>37.5%</td><td>28.6%</td><td>52.9%</td><td>42.9%</td><td>40%</td></tr></table>			
Priority 3 Further improve quality of phonics teaching to increase % of PP children passing phonics check	100% of pupils achieving GLD will pass phonics check in Y1 Percentage of children passing phonics check in line with national figures			
Priority 4 Improve reading comprehension skills through access to high quality texts and book talk to narrow attainment gap between PP and non-PP children	<table><tr><td>2021 targets</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>% EXS</td><td>38.5%</td><td>37.5%</td><td>35.7%</td><td>52.9%</td><td>42.9%</td><td>40%</td></tr></table>Progress scores at least 0			
Priority 5 Reduce attainment gap between PP and non-PP children in maths through the improvement of basic skills and reasoning.	Progress scores at least 0 <table><tr><td>2021 targets</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>% EXS</td><td>76.9%</td><td>37.5%</td><td>28.6%</td><td>52.9%</td><td>61.9%</td><td>40%</td></tr></table>			
Priority 6 Improve social and learning behaviours through the provision of an appropriate, tailored, enriching and engaging curriculum.	Reduce behavioural incidents recorded for PP children by at least 50% Pupil voice provides evidence that curriculum is engaging			
Priority 7 Improve attendance figures for children eligible for pupil premium.	Attendance of PP children in line with national averages Attendance target: 96% PA target: 8.2%			
Priority 8 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.			

Focus areas for future attainment these address	• Ability of children to access a full curriculum through the development of communication and language skills that will support the development of writing
	• Pupil engagement with the curriculum by developing early reading, phonics and deeper comprehension skills
	• Development of transferable, mathematical skills and thinking to enable children to mathematically reason and tackle complex problems
	• Social and emotional needs of children and their families which are preventing them from engaging with the curriculum
	• Consistent access to education and raising awareness of the negative impact that missing learning opportunities due to absence can have on children's progress and self-esteem
	Development of 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
Projected spending	£109,565

Teaching priorities for current academic year – Quality teaching for all

Measure	Activity	Rationale
Improve the quality of the spoken dialogue in classrooms.	Audit current school practice and develop an action plan to develop and implement a speech, language and communication curriculum. Implement and embed best practice as identified from CPD: - Oracy Pioneers - Word Aware - NELI - Communication Trust - SLCF - Early intervention with pupils who have been identified as having poor CLL.	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. In order to develop higher order thinking and articulacy, pupils need to be able to reason, discuss, argue and explain rather than merely respond.

Narrow attainment gap and accelerate progress across the curriculum by improve social and learning behaviours through the provision of an appropriate, tailored, enriching and engaging curriculum, including: - The explicit teaching of metacognition and self-regulation strategies as well - Development of the use of technology to support learning at home and in the classroom	Review of curriculum intent and implementation Ongoing/cyclical CPD to introduce metacognition and self-regulation strategies Explicit teaching and modelling of metacognitive and self-regulation skills and the embedding of strategies into teaching and learning across the curriculum	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. EEF research shows that up to 7 months additional progress can be made
Improve reading comprehension skills through access to high quality texts and book talk to narrow attainment gap between PP and non-PP children	Embed whole-class guided reading using high quality texts: Teach reading comprehension strategies through modelling and supported practice Purchase whole class, age appropriate, engaging texts. Invest in online library (MyOn) enabling children to read often and widely Maintain cyclical approach to CPD (including support from SLE).	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
Further improve quality of phonics teaching to increase percentage 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)
Improve writing skills of PP children to accelerate the progress and reduce attainment gap between PP and non-PP children in writing.	Implement and embed 'Pathways to Write' scheme across the school 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	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.
	- Expectations - CPD - Scaffolding - High quality texts - Speech, language and communication curriculum - High quality assessment & diagnosis	
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) Dialogic teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk. Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulacy.
Projected spending	£43,468	

Targeted academic support for current academic year

Measure	Activity	Rationale
Further improve quality of phonics teaching to increase the percentage 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 phonics lead to meet pupil needs through re-grouping Ongoing review of practice by SLT	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)
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)
Reduce attainment gap between PP and non-PP children in maths through the improvement of basic skills and reasoning.	Provide further CPD for teachers and 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)
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)
Projected spending	£56,887	

Wider strategies for current academic year

Measure	Activity	Rationale
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 experiences and other educational trips/visits.	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)
Improve attendance figures for children eligible for pupil premium.	Commissioned support from an attendance consultant (TG) to develop school policy and practice. Monthly visits from TG to monitor attendance and support attendance officer with school actions and statutory actions and requirements. TG to provide ongoing remote support for school and CPD for attendance officer throughout the academic year.	Whole school PA continued to be high (above national) with a number of pupil premium children withn the PA group. School figures are not in line with national average – significantly below 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.
Projected spending	£8,710	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Sufficient time for staff CPD Impact of Covid-19 pandemic Access to devices at home	Use of INSET days/twilights. Careful planning of PDMs & SLT meetings Use of online CPD (reading/virtual conferences/courses etc) Phase leaders to provide support and development opportunities Engage with SBMAT iPad project
Targeted support	Ensuring assessments are robust in order to identify needs of the children accurately. Adequate CPD time for support staff Limited number of support staff in school	Use of trackers to monitor pupil attainment and progress Use of standardised assessments to provide baseline data Carefully structured and planned timetables for support staff
Wider strategies	Engaging with families who require the most support	Work closely with external agencies utilising support where required. Family support officer to develop positive working relationships with families

Key Documents and links to support this strategy

Communication

- EEF Neli Project Evaluation
- ican CPD - Communication

Metacognition and Self-Regulation

- EEF Metacognition and Self-regulation
- Metacognition CPD
- Thinking Moves

Technology to Support Learning

- [EEF technology to improve learning](#)

Core Subjects

- [EEF Accelerated Reader Project](#)
- [EEF Improving Reading KS1](#)
- [EEF Improving Reading KS2](#)
- [TES - Closing the Gap Post COVID](#)
- [Maths Tuition](#)

Social and Emotional Learning

- [Social and Emotional Learning in Schools](#)

Attainment Gap

- [Understanding the Attainment Gap](#)

Review: last year's aims and outcomes

See 2018-19 pupil premium self-evaluation & review