

Longthorpe Primary Pupil Premium Strategy Statement:

1. Summary information					
School	Longthorpe Primary School				
Academic Year	2019/20	Total PP budget	£62,040.00	Date for next internal review of this strategy	Jan 2020
Total number of pupils	416	Number of pupils eligible for PP	45	Date for annual review of this strategy	July 2020

Current attainment		
	School	Pupils not eligible for PP (national average)
Proportion of pupils eligible for Pupil Premium Yr6 2018-2019	10/60	
% achieving expected standard in reading, writing and maths	0%	65%
% achieving above expected standard in reading, writing and maths	0%	11%
% achieving expected standard or above in reading	30%	73%
% achieving expected standard or above in writing	0%	78%
% achieving expected standard or above in maths	30%	79%
% achieving expected standard or above in GPS - <i>not used in national measures</i>	30%	78%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral skills, which leads to poor writing skills
B.	Children achieving expected level in reading and maths has fallen between the end of KS1 and the end of KS2
C.	No children eligible for PP are achieving above expected standard in reading at end of KS2 and only 3% across whole school

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

D.	Attendance rates for children eligible for PP are lower than for other children in the school
E.	Lack of enrichment activities outside of school

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills resulting in better quality writing	Across the school the percentage of children eligible for PP achieving expected standard in writing across the school will increase from 35% to 50%
B.	Attainment at end of KS1 will be sustained at end of KS2	At end of KS2 children eligible for PP will attain at least as well as at the end of KS1. 44% Reading, 33% Writing, 56% maths and 22% RWM.
C.	Increased number of children eligible for PP achieving higher level in reading	Across the school the percentage of children eligible for PP achieving the higher level in reading will increase to 13%
D.	Increased attendance rates for pupils eligible for PP	Overall attendance for PP children raises from 94.7% to above 96% All PP children will hit the target of 96%
E.	Funding places for children eligible for PP in extra-curricular activities, clubs and trips	The percentage of PP children taking part in extra-curricular clubs and activities will increase to 75%

4. 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	Evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review date
A Improved oral language skills resulting in better quality writing	Talk Boost in EYFS Talking Partners PiXL oracy interventions	The number of children coming into EYFS with poor oral language skills is increasing - amongst all groups. Talk Boost and Talking Partners have both been used in the school previously with good results. It is evident when looking at writing books that children with poor oral language are unable to write grammatically correct sentences. Writing outcomes for PP children are lower than for the cohort as a whole in all year groups. For 19 of the 48 PP children in school, poor oracy skills are the main issue.	Half termly monitoring of intervention data by RSL and subject leads.	LW (EYFS) CM (RSL)	January 2020
	CPD for all adults to ensure a consistent approach	All staff (teachers, teaching assistants, office staff, lunchtime staff) need to pick children up on grammatically incorrect speech and provide good oral role models for the children.	Staff will also pick other staff up if they hear them speaking using grammatically incorrect sentences. Individualised approach to CPD to make sure the training goes to the staff who need it. (see monitoring folder)	SLT	January 2020
B Attainment at end of KS1 will be sustained at end of KS2	Use of QLA and in school tracking system to inform planning	EEF research shows that the percentage of children eligible for PP achieving age related expectations decreases at the end of each Key Stage. This is reflected in our internal data. 9 children are off track in reading, 18 in writing and 19 in maths. Of these 7 are off track in all 3 subjects.)	Half termly monitoring of MM grids to ensure PP children are sustaining prior attainment and put in place interventions for any children who aren't. Termly monitoring of teacher assessments to ensure accuracy of judgements and to check PP children	CM (RSL) SG (Reading), MG (Writing), TF (Maths)	January 2020

C Increased number of children eligible for PP achieving higher level in reading	SFA reading programme used throughout the school Use of QLA and in school tracking system to inform planning	Forensic use of QLA and use of MM grids, teacher assessments and our in-school tracking system will enable us to identify any children in danger of dropping off quickly and then put intervention in place quickly to bring them back to where they should be. SFA is a researched based reading programme. As children are coming through the school who have been through the whole SFA programme, reading attainment is increasing. This alongside QLA and teacher assessments as above will inform planning and ensure teachers are targeting children who could achieve the higher level in reading	are sustaining prior attainment and interventions are put in place for any who are dropping off. Half termly monitoring of MM grids, 8 weekly monitoring of SFA assessments and termly monitoring of teacher assessments to ensure children who are being targeted for the higher level in reading are making the progress required	SG (reading) CM (RSL)	January 2020
				Total Expenditure	£46841.40
ii. Targeted support					
Desired outcome	Chosen action / approach	Evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review date
C Increased number of children eligible for PP achieving higher level in reading	PiXL interventions for children being targeted for higher level in reading	PiXL interventions have been successful in ensuring target children meet the higher standard in reading at the end of KS2. Staff need to be targeting children who are eligible for PP and making sure they are taking part in these groups. (See assessment action plan point 1.2)	Half termly monitoring of intervention data by RSL. Monitoring of intervention sessions by RSL/Reading lead. Half termly monitoring of MM grids and ensuring correct children are being targeted Termly monitoring of teacher assessments	CM (RSL) SG (reading)	January 2020
				Total Expenditure	£25843.00
iii. Other Approaches					
Desired outcome	Chosen action / approach	Evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review date

D Increased attendance rates for pupils eligible for PP	Employing an assistant SENDCO with EHA responsibility	The assistant SENDCO will build good relations between the school and the families and will be able to quickly identify any children whose attendance is poor and work with the families to ensure their children are in school.	Half termly monitoring of attendance data by office staff in liaison with the assistant SENDCO.		January 2020
E Funding places for PP children in extra-curricular activities, clubs and trips	Ensure subsidised places are available at all school-based clubs for children eligible for PP. Provide out of school activities for children eligible for PP, which they would otherwise be unable to access	In school research shows that our children have access to books and toys at home and do go on some days out and holidays. However, the one thing they were missing out on was clubs or extra-curricular activities such as dance lessons, sports lessons and clubs, instrumental lessons, swimming lessons etc etc.	Keep records of children who attend school-based extra-curricular activities Monitor activities provided for children eligible for PP termly	KH (PE lead) CM (PP lead)	January 2020
				Total Expenditure	£2500

5. Review of expenditure

Year 2019-20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Improved oral language skills resulting in better quality writing	Talk Boost in EYFS Talking Partners CPD for all adults to ensure a consistent approach	Feb review - 2 children have moved up to GDS from EXS, 1 child from WTS to EXS, 3 children have gone down from EXS to WTS and everyone else has maintained the level they were on. Current percentage achieving EXS+ is 31%	Which 10 children do we need to target to achieve 50%? CM to liaise with MG.	
B Attainment at end of KS1 will be sustained at end of KS2	Use of QLA and in school tracking system to inform planning	Feb review - Reading KS1 44% current 56% Writing - KS1 33% current 67% Maths - KS1 56% current 50% RWM - KS1 22% current 22%	Extra support to be put in place for the children who need to secure the maths and aren't there yet.	
C Increased number of children eligible for PP	SFA reading programme used throughout the school	Feb review - currently 4% PP children are achieving the higher standard in reading. Another	Which 5 children are closest and need targeting to move. CM to liaise with SG.	

achieving higher level in reading	Use of QLA and in school tracking system to inform planning	5 children would need to move to GDS to achieve this target		
-----------------------------------	---	---	--	--

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C Increased number of children eligible for PP achieving higher level in reading	PiXL interventions for children being targeted for higher level in reading	Feb review - currently 4% PP children are achieving the higher standard in reading. Another 5 children would need to move to GDS to achieve this target	Are these children being targeted in intervention groups? CM to check.	

iii. Other Approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D Increased attendance rates for pupils eligible for PP E Funding places for PP children in extra-curricular activities, clubs and trips	Part time Family Liaison Officer Ensure free/ subsidised places are available at all school-based clubs for children eligible for PP. Provide out of school activities for children eligible for	Current attendance by PP children is 94.3% Currently 21/50 PP children access clubs - this is 42%. 12 of these access more than one club.	One child has skewed the data - would be 95% without that child CM to obtain pupil voice amongst those not attending clubs to find reasons. CM to liaise with KH.	

	PP, which they would otherwise be unable to access			
--	--	--	--	--

6. Additional detail

--