

Longthorpe Primary Pupil Premium Strategy Statement 2019-21:

1. Summary information					
School	Longthorpe Primary School				
Academic Year	2019/21	Total PP budget	£56490	Date for next internal review of this strategy	Jan 2021
Total number of pupils		Number of pupils eligible for PP	44	Date for annual review of this strategy	July 2021

Current attainment		
	School	Pupils not eligible for PP (national average)
Proportion of pupils eligible for Pupil Premium Yr6 2018-2019 (no 2019-2020 data due to Covid)	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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
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.	Increased participation of children eligible for PP in extra-curricular activities, clubs and trips	The percentage of PP children taking part in extracurricular clubs and activities will increase to 75%

4. Planned expenditure					
Academic year		2019/21			
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 16 of the 44 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 2021
	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 2021
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. 12 children are off track in reading, 19	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.	CM (RSL) SG (Reading), MG (Writing), TF (Maths)	January 2021

<p>C Increased number of children eligible for PP achieving higher level in reading</p>	<p>Use of Brilliant Schools Recovery Programme</p> <p>SFA reading programme used throughout the school Use of QLA and in school tracking system to inform planning</p>	<p>in writing and 16 in maths. Of these 8 are off track in all 3 subjects.) 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. September testing will enable teachers to see where gaps are in the previous year's learning due to the lockdown and to put interventions in place to plug these gaps.</p> <p>The programme fits in well with the work on growth mindset that we had already started and will enable all children in KS2 have access to expert input on mental wealth, growth mindset and attitudes to learning. This will impact the approach to learning that the children have, enabling them to take more responsibility for their own learning and outcomes.</p> <p>SFA is a research-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</p>	<p>Termly monitoring of teacher assessments to ensure accuracy of judgements and to check PP children are sustaining prior attainment and interventions are put in place for any who are dropping off.</p> <p>Surveys to be completed at the beginning and end of the programme. Regular reminders and input by wellbeing lead.</p> <p>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</p>	<p>CB (Wellbeing lead) CM RSL</p> <p>SG (reading) CM (RSL)</p>	<p>January 2021</p> <p>January 2021</p>
				<p>Total Expenditure</p>	<p>£38,990</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Evidence and rationale for this choice</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Review date</p>

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 2021
				Total Expenditure	£6,500

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.	ZP	January 2021
E Funding places for PP children in extracurricular 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 extracurricular 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 2021
				Total Expenditure	£11,000

5. Review of expenditure

Year 2019-21

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
<p>A Improved oral language skills resulting in better quality writing</p> <p>B Attainment at end of KS1 will be sustained at end of KS2</p> <p>C Increased number of children eligible for PP achieving higher level in reading</p>	<p>Talk Boost in EYFS Talking Partners CPD for all adults to ensure a consistent approach</p> <p>Use of QLA and in school tracking system to inform planning</p> <p>Use of Brilliant Schools Recovery Programme</p> <p>SFA reading programme used throughout the school</p> <p>Use of QLA and in school tracking system to inform planning</p>	<p>This was started but didn't get off the ground due to lockdown. This will be carried forward to next year.</p> <p>PP Reading KS1 64% KS2 57% PP Writing KS1 57% KS2 29% PPMaths KS1 64% KS2 43%</p> <p>The children did not sustain progress due to two lockdowns - 1 in Year 5 and 1 in Year 6. Only one PP child in Year 6 completed their work over lockdown. All PP children had one to one devices, but did not complete the work or take part in live sessions, despite conversations with their parents. Brilliant Schools sessions worked well with the Year 6 children, but these children didn't apply it when at home.</p> <p>2 children across the school achieved a higher level in reading (14% of PP children). Again, this was hampered by the two lockdowns and lack of SFA in groups in school.</p>	<p>Will be rolled out starting September 2021</p> <p>Will still be a focus next year</p> <p>A lot of our PP children also have other vulnerabilities that mean this is no longer a realistic target.</p>	
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	2 children across the school achieved a higher level in reading (14% of PP children). Again, this was hampered by the two lockdowns and lack of SFA in groups in school. Because of lockdown, the intervention groups did not happen as planned.	A lot of our PP children also have other vulnerabilities that mean this is no longer a realistic target.	
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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	Assistant SENDCO with EHA responsibility	The gap in attendance between Pupil Premium children narrowed. Non Pupil Premium children's attendance was 95.9%. The attendance for Pupil Premium children was 94.7%. This was over the two terms where school was open. These percentages may be due to the knock-on effect of Covid. The assistant SENDCO was on maternity leave for most of the year.	To be continued next year when the assistant SENDCO is back in school.	
E Increased participation of PP children in extracurricular activities, clubs and trips	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 PP, which they would otherwise be unable to access	No trips or school clubs took place due to the two national lockdowns and the COVID restrictions. This will be carried forward to next year.	To be continued next year when clubs and visits can start up again	

6. Additional detail

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Teacher Salaries: £40940.09

Teaching Assistant Salaries: £14357.06

Learning Resource Materials: 1475.63

Curriculum membership Fees & Subscriptions £6222.90

Coaching: £111.00