

Pupil Premium Spending Strategy

2017-2018



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Rationale

At Langley Park Primary School, we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium.

Allocated funds 2017/18: £86,400

For the financial year 2017-18 Langley Park Primary School has been allocated £86,400 Pupil Premium funding. Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years. Primary Schools receive £1,300 for Children who are Looked After.

Summary information				
Langley Park Primary School				
2017/18	Total PP budget	£86,400	Date of most recent PP Review	October 2017
	Number of pupils eligible for PP (0 service + 3 LA pupils)	64 pupils	Date for next PP Strategy Review	January 2018

KS1	2017								
	PP		Other		KS2	PP		Other	
	SCH	NA	SCH	NA		SCH	N	SCH	NA
EYFS GLD	33.3	54.0	62	72.0	Expected Standard Reading	53.8	60.0	58.6	71.0
Year 1 Phonics	71.4	70.0	77	83.0	Expected Standard Writing	53.8	66.0	72.9	81.0
Expected Standard Reading	33.3	62.0	65	78.0	Expected Standard Maths	69.2	65.0	69	80.0
Expected Standard Writing	33.3	53.0	70	72.0	Expected Standard GPS	61.5	66.0	75.9	77.0
Expected Standard Maths	33.3	60.0	70	79.0	Expected Standard R/W/M	46.2	48.0	52	61.0

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Summary of the barriers to learning:

Deprivation - The school serves a community which reflects social and economic challenges. There are 32% of children eligible for free school meals (ever 6), which is above the national average of 24%. The school's catchment area is mixed in terms of outright deprivation, however, IDACI shows pockets of extremely high deprivation where some pupils reside.

Social Care needs - A number of families have been supported historically or currently being supported by Social Care. Parents need support from school to help them to address their needs and to support their children's learning.

Behavioural, Mental and Social health and wellbeing needs - Many of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.

Start Points – Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is below developmental milestones for the majority of children. For some more able pupils parental aspirations are not in line with academic potential.

Mobility - the school has mobility issues resulting in pupils entering and leaving cohorts which has implications for pupils establishing routines and making peer friendships.

Attendance – many of our disadvantaged pupils come from homes where schooling is not always seen as the key driver to ensure a good future, school has put in place a number of measures to raise attendance for all pupils but where necessary to offer extra support to ensure all pupils have good attendance.

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Area for Development, Barrier & Proposed impact	Strategy What is the evidence and rationale for choices?	Cost	How will we ensure this is implemented well? (Monitoring)	Impact
<p>1. To continue to close the attainment gap between disadvantaged children in school and those nationally. To ensure class sizes represent the needs of the children and effective support is in place to provide targeted interventions</p>	<p>Class sizes reflect the needs of children within cohorts and percentage of FSM children within these. Teaching Assistant support is identified to allow the provision of targeted interventions in terms of 1:1/small group reading, HFW and targeted support following a lesson for children who do not meet the objective to immediately address misconceptions.</p> <p>Catch up numeracy training to be attended by 3 members of staff. EEF research shows that 1:1 work with a TA using this structured maths programme led to significant gains.</p> <p>Purchase additional Educational Psychologist time to identify and support individual children and their parents. Booster classes for identified children in year 2 and year 6 to accelerate progress. Research has shown (John Hattie and Sutton Trust toolkit) that small group interventions are successful in prompting pupil progress. Beanstalk Reading Volunteers to target disadvantaged pupils.</p> <p>Clear identification of all vulnerable pupils, SIMs information and Venn diagram sessions termly updating progress in key areas of attendance, attainment, progress and SEND updates.</p>	<p>Full time HLTA</p> <p>Full time TA</p> <p>0.7 TA</p> <p>0.5 TA</p> <p>£75,140 (part funded by staffing)</p> <p>£795 training (part funded by grant)</p> <p>TA time for disadvantaged pupils throughout the week.</p> <p>£400 CGP resources</p> <p>E.P Time £2000</p>	<p>Review of interventions will take place to show that TA's are intervening positively and impacting on pupil outcomes.</p> <p>CPD on identifying most vulnerable learners and implementing effective interventions.</p> <p>Book monitoring will show interventions happen regularly and address misconceptions within lessons.</p> <p>Maths lead to monitor quality of maths interventions and provide support and development for TA's. Sessions will start in Jan 2018. Literacy lead will monitor the quality of interventions in literacy and provide support and development for TA's</p> <p>These planned booster classes happen and impact on improved outcomes for disadvantaged children. Reading records show clear evidence of 1:1 reading in children's records and these impacts on improved pupil outcomes within reading ages/teacher assessments 12 pupils will be</p> <p>Assessment of individual children to facilitate access to statutory assessment, provision of individualised learning programme</p>	<p>KS1 attainment greatly improved, 75% disadvantaged pupils achieved EXS compared to 79% national others. Maths 100% of disadvantaged pupils achieved EXS well above National average of 79% and in writing 88% of disadvantaged pupils achieved EXS well above National average of 68.4%</p> <p>Reading attainment in KS2 rose to 63% for disadvantaged pupils achieving EXS a rise of 11%.</p>

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<p>2. To develop wider life experiences to impact on children's social and emotional wellbeing</p> <p>To use outdoor provision through OPAL to develop children's wider experiences impacting on social interaction, self-confidence and resilience.</p> <p>Studies prove overall that adventure learning interventions make approximately 4 months gain in progress over a year.</p> <p>To develop outdoor provision so it becomes sustainable through OPAL provision and develop own provision through staff CPD</p> <p>All pupils to be given the opportunity to learn to play a musical instrument (financial cost of tuition removed)</p> <p>Education Endowment fund and Morris 2003 recognise the importance of developing confidence, social interaction and physical and mental health through outdoor provision.</p>	<p>(Balance of provision not covered by sports premium funding also covers staff CPD)</p> <p>EYFS lead to complete Forest School training (£800) £3600 (partially funded by SSP)</p>	<p>Monitored through pupil voice and discussions with teachers and children.</p> <p>OPAL audit and action plan put in place and completed, apply for OPAL accreditation.</p> <p>Lessons observations will show children have more resilience in their learning when faced with challenge</p> <p>Curriculum offer is further developed through outdoor provision – DHT monitors curriculum offer as leader of teaching and learning.</p> <p>Significant reduction in fees for PP pupils for attendance at Kingswood (June 2018) to allow disadvantaged pupils this opportunity.</p> <p>Scout – Ed to conduct weekly outdoor sessions for Yr 6 and other classes (look at impact on attendance for Mondays).</p>
<p>3. To ensure a higher % of disadvantaged pupils pass the Phonics Screening test</p> <p>To develop the teaching of phonics across school so pupils are targeted effectively to develop their speaking and listening skills by:</p> <p>Targeted phonics sessions</p> <p>Purchase RWI books (Oxford University Press)</p>	<p>Additional Staff Planning Time</p> <p>CPD for staff £1400 (split over 4 sessions)</p>	<p>Outcomes for pupils will improve as their understanding of phonics develops</p> <p>The quality of teaching phonics will improve and will be quality assured by Paul Dalglish (Ruth Miskin Training) – full day's phonics training to be completed Dec 17 followed by 2 development days.</p>

EYFS lead completed practical Forest schools sessions, course to be completed spring 2019.

97% of pupils attended residential trip.

55.6% of disadvantaged pupils achieved phonics screening pass, 100% of disadvantaged pupils passed Year 2 retest.

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In Y1.

4. To strengthen knowledge and understanding of basic skills in maths to enable children to apply these within the wider mathematics curriculum.

Using a maths mastery approach has been proven to produce significant gains in mathematical attainment and progress. School is implementing 'White Rose Maths' schemes in school which use this principle as a fundamental foundation for learning.

Basic Skills activities are carried out by all pupils daily as part of the school's 8:45am 'soft start' to the day. Big Maths challenges are used in KS2 alongside other resources to ensure the mathematical diet of pupils is built upon a robust understanding of the basic mathematical skills.

Staff CPD time to develop knowledge of required mathematics resources.

Maths lead to attend all network meetings for this subject area (supply cover as required)

Maths lead to attend all network meetings for this subject area.

Lesson observations and learning walks will show better outcomes for pupils throughout school.

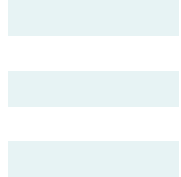
Improved behaviour and calmer start to the school day than before September 2017 will lead to better classroom climate more conducive to learning and will give pupils a possible extra 75 minutes of maths per week. Tighter recording of behaviour from CPOMs to evidence impact of new approach to the school day.

Massive improvement in school behavior.

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	<p>EEF reports suggests On average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.</p>		<p>Maths lead will have a clear picture of mastery teaching in order to develop staff's understanding of this. Training will be delivered for all staff throughout the academic year, staff have PPA sessions together to allow joint planning and sharing of best practise. Whole staff meetings providing opportunities for 1:1 support.</p>	
<p>5. To support attendance and punctuality so that figures are above those of similar schools nationally</p>	<p>To continue to offer breakfast club to children to ensure they are in school and ready to start their day promptly and appropriately.</p> <p>Incentives for attendance over 97%, half termly attendance certificates for all pupils. Poor attendance to be addressed immediately.</p> <p>Member of staff plus PSA to contact parents to challenge any absence.</p> <p>Gov.uk 2016 - Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.</p>	<p>Costs relate to staffing</p> <p>Contribution to the cost of PSA.</p> <p>PSA using school as a base therefore extra costs of heating/phone etc to be factored in.</p> <p>DHT released 1 hour per week to work with office admin to analyse attendance data.</p>	<p>Attendance will be above national data</p> <p>Persistent absence will be below national data.</p> <p>Better parental engagement in attendance related meetings following LA guidance.</p> <p>Having PSA based on site will allow quicker access to this support as well as making her more visible in a supportive way to engage with parents.</p> <p>Rewards for good attendance.</p>	<p>Absence rate of disadvantaged pupils has risen from 9.8% in 2016/17 to 7.6% in 2017/18</p> <p>Persistent absence of disadvantaged pupils has risen from 50% in 2016/17</p> <p>To 31% in 2017/18</p>

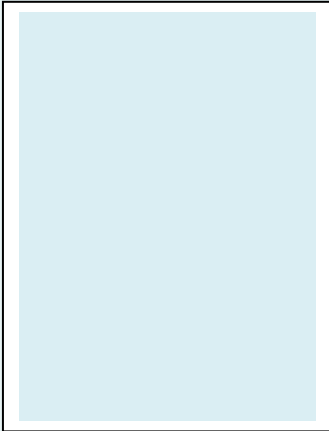


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<p>6. To ensure a higher % of disadvantaged pupils reach or exceed age related expectations in KS1 and KS2 reading SATs.</p> <p>Research has proved pupils accessing a well stocked library and utilising the Accelerated Reader program make significant gains in their attainment and progress in reading.</p> <p>On average pupils engaging in a comprehensive reading comprehension approach make an additional 5 months progress in an academic year through explicit skill teaching and teacher modelling.</p>	<p>CPD time Accelerated Reader fees</p> <p>Daily reading comprehension skills lessons.</p> <p>SLA with LA</p> <p>Middle leader training</p> <p>Pupils to be accessing Accelerated Reader in a more frequent and taxing manner. Displays in school to reflect the importance and high priority this subject is being given, classes to have reading areas to promote reading for pleasure which has been proven to be the key driver for academic performance. Reading comprehension skills to be taught daily with high quality teacher modelling observed during lesson observations and learning walks.</p> <p>Literacy lead to complete middle leader training leading reading in school. Play performances in school costed, punctuation roadshow showcasing knowledge based curriculum in a lively manner, repeated with reading roadshow in Spring. Library development and class based reading areas to increase appeal of reading.</p>	<p>Keystage 1 attainment for disadvantaged pupils rose from 33% in 2016/17 to 75% achieving EXS in 2017/18</p> <p>A rise in KS2 from 54% to 63 % of disadvantaged pupils achieving EXS was also achieved.</p>
<p>7. To ensure effective feedback is evident, consistent and impacts on improved outcomes for pupils</p> <p>Review and targeted additional support in relation to marking and feedback to ensure it is high quality and reflects the demands of the 2014 curriculum continuing to close the gap between disadvantaged children and non-disadvantaged children.</p> <p>The Sutton Trust EEF toolkit identified quality feedback as having a significant impact on children's progress.</p>	<p>DHT HT Monitoring of books show effective marking and feedback impacting on improved outcomes for children,</p> <p>CPD impact analysis to identify strengths to share and areas for improvement.</p> <p>Marking and feedback policy reviewed</p> <p>Discussions with children and staff to identify impact of marking and feedback</p>	

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<p>8. To provide motivational and aspirational opportunities for disadvantaged pupils.</p>	<p>The region has some first class employers who offer outreach and on site visits for pupils to engage and enthuse learners with a view to future careers, opportunities and aspirations</p>	<p>NISSAN visit Pupils voice questionnaires stating their perceptions for the future.</p> <p>University Jungle visit (transport) Go Givers project (transport) Animate2Educate (£399 x 3) STEM Mecano project (transport) Forum Book Shop More able pupils having greater academic opportunities.</p> <p>Technology being used to enthuse and motivate learners.</p> <p>STEM workshops.</p> <p>Interests of pupils being valued.</p>	
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This plan is based on current funding and current identified need in the cohort. This document and the impact of funding will be reviewed termly following pupil progress meetings