

Pupil Premium Spending Strategy 2020-2021 –



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Pupil Premium Strategy –

Summary Information					
School	Langley Park Primary				
Academic Year	2020-21	Total PP budget	£85.265	Date of last PP review	January 2020 Zoe Carr (CEO Wise Academy Trust conducted a Pupil Premium Review, recommendations have aided the formulation of this document)
Year Total Number of pupils	R-6 161 Nursery & Rainbows (2 yo provision) 27 pupils)	Number of Pupils eligible for PP	54 PP EYPP est £1890 " LAC 3 PLAC	Date for next review	January 2021 April 2021

Current Attainment – based on 2019 EYFS GLD, PSC, KS1 & KS2 SATs		
	PP Pupils in school	National Average for all pupils
% achieving GLD	71%	73%

EYFS data was moderated by the LA, the rise in GLD for pp pupils in school was from 38% in 2018 up to 71%		
% achieving Phonics Screening Check	80%	84%
Year 1 PSC results rose from 56% for pp pupils in school in 2018 up to 80%		
% achieving EXS Reading (KS1)	15%	79%
% achieving EXS Writing (KS1)	8%	72%
% achieving EXS Mathematics (KS1)	23%	79%
Year 2 cohort in 2018 (17 pupils) – 23% were SEND, 2 pupils accessed specialist provision for behavioural interventions, 2 pupils went through EHCP assessment during the year.		
% achieving EXS Reading (KS2)	40%	78%
% achieving EXS Writing (KS2)	70%	83%
% achieving EXS Mathematics (KS2)	80%	84%
Writing was moderated by LA Progress measures for school PP pupils were: Reading -3.63 (-1.65 all KS2 pupils) Writing 2.76 (3.11 all KS2 pupils) Mathematics 2.04 (1.84 all KS2 pupils)		

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school such as poor oral language skills)	
A.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.
B.	Attainment of PP pupils in school in some cases is much lower than their peers and despite progressing the difference between non PP pupils and pp pupils is not diminished fully by the end of Key Stage 2.

C.	Many pupils have speech and language difficulties which presents as poor communication and understanding of language – they benefit from additional adult support.
D.	Some pupils do not have access to additional opportunities that are needed to provide a rounded education which would lead to raised expectations and aspirations for the future.

External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Pupil attendance whilst improving is still an area of focus for the school, PP pupil's lower attendance is a barrier for a number of pupils in school.
F.	Many pupils have very limited opportunities to visit areas outside of their immediate community. This means they have a poor range of experiences to draw upon and apply to many areas of their education.
G.	A number of our disadvantaged pupils and families require significant social, emotional and financial support. There is an increase in difficulties around adult mental health and the support available to families.

Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	PP pupils to have more opportunities to read in school and at home, as well as having greater access to high quality texts.	PP reading attainment to improve (measured from internal tracking and statutory testing). Records from Accelerated Reader and home reading diaries to show improvements in pupil's engagement with texts. Phonics provision to improve across school.
B.	Ensure PP pupils have a broad and balanced curriculum which accelerates their progress to diminish the difference between themselves and their non PP peers.	Attainment and progress for PP pupils to improve. Knowledge engaged curriculum established.
C.	Pupils in EYFS to have access to high quality teaching and learning along with high levels of modelled speech and language.	BLAST intervention for targeted pupils. Staff to explicitly model language and vocabulary to pupils. Progress in speech and language acquisition to be tracked termly.

D.	All pupils to have opportunities to engage with 'experts' over the course of their education and to see first hand the opportunities available.	PP pupils to have experience of STEM, IT, professional authors and links to Universities over their life in school.
E.	PP pupils to attend school more regularly and diminish the difference with non PP.	Attendance data shows gap is closing and PP pupil attendance is improving. Case studies and pupil referrals will evidence success.
F.	Financial barriers to be removed for all pupils in school to access clubs, visits and residential.	No pupils to not attend trips or residential due to financial constraints.
G.	Increased awareness of SEMH, improved life chances for PP pupils through an enriched curriculum.	CPOMs used to cascade messages to all staff involved with families experiencing 'issues' at home. School to have an approachable, 'open door' policy for all parents and offer support and advice for those most in need so that pupil's success at school is not impeded by parent's issues.

Planned Expenditure
Quality Education 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?
A.	Improve provision of systematic synthetic phonics teaching throughout school (RWInc).	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. EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/#effectiveness	Staff CPD prioritised Robust monitoring of phonics provision Ruth Miskin face to face days booked and action plans followed Aspirational target set for year 1 cohort in PSC KS 2 staff to have their training updated and resources readily available.	ES	Nov 2020 April 2021 June 2021
A.	Increase pupil's reading focus and range of texts they read through more	Careful 'levelling' of pupil's reading books and motivational aspects of AR have been proven to make a positive impact on pupil's reading	Weekly reading certificates for whole school assemblies	ES DW	Oct 2020 Mar 2021 July 2021 (termly)

	effective use of Accelerated Reader	http://www.renlearn.co.uk/wp-content/uploads/2015/03/EEF-Accelerated-Reader-Summary.pdf	<p>Ensure Motivational charts in all classes using AR</p> <p>English Co-ordinator to monitor class and pupil use of AR as well as monitoring impact.</p> <p>NTS attainment data and STAR assessments to highlight successes and target pupils for extra interventions.</p> <p>Transitional reading materials available for those pupils who have recently completed the phonics programme and who are just moving onto Accelerated Reader.</p>		.
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A.	Teach reading comprehension skills discretely for pupils in Key stage 1 and 2	In order to build upon children’s phonics used to build up words reading comprehension strategies to be explicitly taught. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	<p>English lead to monitor discrete teaching of reading comprehension skills by class novel/book approach and agreed programmes for Key stage 1 and 2.</p> <p>Staff to be assisted so that teaching of reading comprehension focusses on the key advice from the EEF ‘Improving Literacy in KS2’ report.</p> <p>English lead to re-energise and improve our reading offer focussing on a strong ‘spine’ of key books and novels all pupils will have access to during their time</p>	ES DW	<p>Dec 2020 Mar 2021 July 2021</p> <p>(termly)</p>
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			in our school. throughout school		
B	Improve effectiveness of feedback given to pupils focus to look at immediate feedback within lessons.	Effective feedback given to pupils is paramount to driving progress and attainment on an upward trajectory. https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/	Robust monitoring of pupil's work, pupil voice and lesson observations to show where feedback is effectively moving on pupil's learning, staff CPD to upskill less effective practitioners. Use of IT to model effective feedback and high quality modelling..	DW ES LB CT	Half termly Following monitoring timetable.
B.	Mastery approach to teaching of mathematics for Key stage 1 and 2 embedded.	Small step learning allows pupils to have a deeper understanding of mathematical concepts. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery/	School to continue work with NCETM hub. Mathematics action plan written and adhered to linking maths specialist teacher from Stanley Learning	LB DW SS (maths specialist teacher)	Oct 2020 onwards Half Termly

			<p>Partnership and staff in school.</p> <p>Staff CPD, regular meetings, increased monitoring of teaching and pupil's work.</p> <p>Resources to support teaching and learning (physical and teaching resources).</p> <p>Termly data scrutinised and cohort conversations to spotlight pupils requiring interventions.</p>		
B. G.	Targeted teaching and small class size for group of PP requiring a more nurturing environment.	<p>Allowing one cohort to have their own teacher rather than separating into other classes will give pupils the environment to make better progress. Research shows that extremely small classes with quality teaching can have marked improvements in progress made.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p>	<p>CPOMs to show reduction in behavioural incidents.</p> <p>Pupils to be successful in their learning as evidenced in</p>	DW CT LB	<p>Dec 2020 Mar 2021 July 2021</p> <p>(termly)</p>

			books, pupil voice, parentview/voice.		
			Attainment to show an upward trend throughout the year.		
B.G.E, D	Establishing a knowledge engaged curriculum across school where knowledge is organised and sequenced to build on previous learning and experience.	<p>Disadvantaged pupils in many households do not gain the rich vocabulary of their non disadvantaged peers, school has to do all that is possible to address this imbalance.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning</p> <p>EEF research suggests a gain of 5 months when children are offered challenge within the curriculum</p>	<p>Geography and History model of curriculum development in school to be used as blue print for success in other subjects.</p> <p>CT to model and advise curriculum development in other subjects.</p> <p>GR – Science DW –Art and DT YR – PE LB – Music and MfL</p> <p>SLA – to discuss with all subject leaders over the year curriculum development and evidence using</p>	CT DW SLA – DG	Termly Dec 2020 Apr 2021 Jul 2021

			<p>pupil work and pupil voice.</p> <p>LA – HealthCheck to validate school’s curriculum development and SEF.</p>		
C.	<p>Experienced and qualified EYFS staff to teach in nursery settings and to lead EYFS ensuring high quality provision.</p>	<p>On entry assessment shows a high number of pupils who enter our EYFS below the typical level of development. Highly qualified staff ensure pupil’s needs are met and early identification of necessary intervention is identified and acted upon. Communication and language acquisition is paramount for these pupils.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p> <p>High staffing ratios to allow for more quality and frequency adult interaction with all pupils with a focus on speech, communication and language.</p> <p>Launchpad for Literacy to be introduced into EYFS setting and to then become the foundation and driver for the EYFS curriculum.</p>	<p>Monitoring to show provision is improving and better meeting the needs of the learners.</p> <p>Staff explicitly model and immerse pupils in a vocabulary rich environment evidenced in learning walks and monitoring.</p> <p>School taking part in Early Excellence cluster accessing CPD for all EYFS staff and clear insights into the</p>	<p>DW GR</p> <p>SLA - DG</p>	<p>Termly Dec 2020</p> <p>Apr 2021</p> <p>Jul 2021</p>

			best practise available for our pupils. EYFS lead (GR) & HT		
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Planned Expenditure					
Targeted Support					
A.	1:1 phonics interventions in place for pupils requiring them with a focus on the lowest attaining 20% of readers accessing RWInc.	The lowest attaining readers in Key stage (lowest 20%) Require the most support and intervention to rapidly make progress to diminish the difference from their peers	Ruth Miskin consultant to work alongside Phonics and early reading lead to monitor and improve provision for pupils. Rigorous tracking of RWInc groups. Explicit modelling of proven best practise in RWInc delivery using staff	ES DW Ruth Miskin Consultant (PD)	Half termly until Dec 2020 Fortnightly Jan – Jun 2021

			expertise throughout school.		
	1:1 reading interventions for targeted PP pupils in Key stage 2	For pupils who do not have strong academic role models at home carefully selected and trained reading volunteers from Beanstalk come into school twice a week to work with targeted PP pupils.	Beanstalk reading volunteers work weekly with targeted pupils. English leader to monitor and quality assure provision along with Head teacher.	CT DW LB	Dec 2020 Mar 2021 July 2021
B.	First stop mathematics intervention for year 2 in place from autumn term.	Small group targeted intervention for year 2 pupils. Highly skilled and experienced HLTA runs sessions for targeted pupils in Key Stage 1.	Mathematics leader to monitor and look at attainment and progress being made by individual pupils.	ES KO LB	Dec 2020 Mar 2021 July 2021
B.	3 rd Space learning mathematics intervention for Key stage 2 pupils	Individualised online tutoring for targeted PP pupils, 2019 Key stage 2 cohort made accelerated progress using this approach.	Half termly reports for all pupils highlight progress and 'flag up' any gaps in pupil's learning.	LB	Dec 2020 Mar 2021 July 2021
B.	Key stage 2 pupils to access small group interventions in	Weekly tutoring in small groups to 'plug the gap' for year 6 pupils.	Carefully selected resources bought to allow pupils to access the	CT DW	Jan 2021 Mar 2021 July 2021

	reading, ESPG and mathematics		elements of maths, ESPG and reading comprehension they are still lacking.		.
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C,D,G	<p>Providing Outdoor and adventurous Education for pupils - Use the outdoors and nature as a tool for learning, incorporating Outdoor education into the curriculum to enhance the learning experience and offer high levels of collaborative learning.</p> <p>ScoutED</p>	<p>https://educationendowmentfoundation.org.uk/resource/s/teaching-learning-toolkit/outdoor-adventure-learning/ EEF research suggests a gain of 4 months when pupils are involved in outdoor adventurous activities.</p> <p>Sessions outdoors to foster team work and self esteem in the most challenging PP pupils.</p>		LB DW	Mar 2021 July 2020
E, G	<p>Targetting attendance as a priority for pupils, Deputy Head Teacher to lead attendance strategies throughout school.</p>	<p>Robust attendance and absence policies and procedures adhered to, referrals made timely to AIT and other agencies.</p> <p>https://educationendowmentfoundation.org.uk/resource/s/teaching-learning-toolkit/behaviour-interventions/ EEF research suggests a gain of 3 months when behavioural support is given to pupils.</p>	<p>Robust attendance and absence policies and procedures adhered to, referrals made timely to AIT and other agencies.</p> <p>Weekly attendance updates, half termly to parents</p>	LB DW RD	Weekly – ongoing .

			with targeted work carried out for pupils with lowest attendance or attendance in decline.		
B,D,E,G	Curriculum enrichment – PP pupils to be given access to music tuition.	All Y3 pupils in KS2 have access to regular music provision, https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/ EEF research suggests a gain of 2 months when pupils are involved in the arts. Author visits and curriculum launch events with staff from Durham University.	Monitor quality and overall provision of music tutoring. Pupils to showcase their talents to peers and parents. Monitor writing workshops from Adam Bushnell, upskill staff	LB	Dec 2020 Mar 2021 July 2021
B,D,E,G	Pupils offered subsidised or fully funded opportunities e.g. Residential, Educational Visits, in school enrichment activities	Pupils may not be able to take part in these activities due to low income of families. Class teachers, HT /SMT and admin staff discuss planned visit costs and available subsidies on a case by case basis. No trips will be cancelled due to lack of parental contributions and no pupils will miss out on opportunities.	HT/Admin team/class teachers all responsible to plan and organise high quality experiences for all pupils. Pupil passports/Curriculum offer for year groups to be produced for Summer term	All teaching staff	Dec 2020 Mar 2021 July 2021

Budget:

Staffing > £50,480

Training £10,000 (incl RWInc development days)

Resources over and above the remainder of the allocation (inc Accelerated Reader, 3rd Space Learning, County Music SLA, subsidised trips and residential etc.) Re-stocking of library, Purchase of new handwriting resources to improve presentation of work.