

Pupil Premium Spending Strategy

**2019-2020 –
Impact added**



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Pupil Premium Strategy –

Summary Information					
School	Langley Park Primary				
Academic Year	2019-20	Total PP budget	£82,010	Date of last PP review	October 2019
Year Total Number of pupils	R-6 150 Nursery 33 (9 – 30 hrs) Rainbows 15	Number of Pupils eligible for PP	59 PP EYPP est £3030	Date for next review	January 2020 April 2020

Current Attainment		
	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	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics	Staff CPD prioritised	ES	Nov 2019

	synthetic phonics teaching throughout school (RWInc).	of reading, with an average impact of an additional four months' progress. EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/#effectiveness	Fortnightly staff/phonics team meetings 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		Feb 2020 April 2020 June 2020 Sep 2020 Impact RWInc Development days and school monitoring show a highly positive view of phonics provision in school. This area will continue as a priority.
A.	Increase pupil's reading focus and range of texts they read through more effective use of Accelerated Reader	Careful 'levelling' of pupil's reading books and motivational aspects of AR have been proven to make a positive impact on pupil's reading http://www.renlearn.co.uk/wp-content/uploads/2015/03/EEF-Accelerated-Reader-Summary.pdf	Weekly reading certificates for whole school assemblies Ensure Motivational charts in all classes using AR English Co-ordinator to monitor class and pupil use of AR as	JD DW	Dec 2019 Mar 2020 July 2020 (termly) Impact -Both KS1 and KS2 Teacher Assessments show an improvement in reading attainment from

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			well as monitoring impact. PiRA attainment data and STAR assessments to highlight successes and target pupils for extra interventions.		previous year's cohort.
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/	English lead to monitor discrete teaching of reading comprehension skills by class novel/book approach and agreed programmes for Key stage 1 and 2.	JD ES DW	Dec 2019 Mar 2020 July 2020 (termly) Impact -Both KS1 and KS2 Teacher Assessments show an improvement in reading attainment from previous year's cohort.
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	DW ES LB CT	Half termly Following monitoring timetable. Impact -Ongoing based on research

			<p>on pupil's learning, staff CPD to upskill less effective practitioners.</p> <p>Trial use of IT to model effective feedback, compare to classes not using same equipment.</p> <p>Trial verbal feedback in one class and compare to other classes in school, book scrutinies and pupil voice to show which is most effective.</p> <p>Comparative judgement training for Key Stage 1 and 2 staff</p>		<p>indicating this method of feedback is far more effective than traditional written marking.</p>
B.	<p>Mastery approach to teaching of mathematics for Key stage 1 and 2 embedded.</p>	<p>Small step learning allows pupils to have a deeper understanding of mathematical concepts. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery/</p>	<p>School to join NCETM hub.</p> <p>Mathematics action plan written and adhered to linking maths</p>	<p>LB DW SS (maths specialist teacher)</p>	<p>Oct 2019 onwards</p>

			<p>specialist teacher from Stanley Learning 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>		<p>Half Termly</p> <p>Impact -Ongoing based on research indicating this method of 'small step' learning is most effective to promote a deep understanding of mathematical concepts. Provision across school is much more consistent..</p>
B. G.	Targeted teaching and small class size for group of PP requiring a more nurturing environment.	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.	CPOMs to show reduction in behavioural incidents.	TW DW CT LB	Dec 2019 Mar 2020 July 2020 (termly)

		https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/	<p>Pupils to be successful in their learning as evidenced in books, pupil voice, parentview/voice.</p> <p>Attainment to show an upward trend throughout the year.</p>		<p>Impact -Ongoing class size having a positive effect on behaviour and learning engagement.</p>
B.G.E, D	<p>Establishing a knowledge engaged curriculum across school where knowledge is organised and sequenced to build on previous learning and experience.</p>	<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</p>	<p>CT DW SLA – DG</p>	<p>Termly Dec 2019 Apr 2020 Jul 2020</p> <p>Impact -Ongoing and fully embedded in school's own improvement documents.</p>

			<p>leaders over the year curriculum development and evidence using 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>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</p>	<p>DW GR</p> <p>SLA - DG</p>	<p>Termly Dec 2019 Apr 2020 Jul 2020</p> <p>Impact - provision much improved due to staffing changes and provision improvements.</p>

			cluster accessing CPD for all EYFS staff and clear insights into the best practise available for our pupils.		
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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	ES DW Ruth Miskin Consultant (PD)	Half termly until Dec 2019 Fortnightly Jan – Jun 2020 Impact - Ongoing last term of 2020 was heavily affected by the COVID pandemic.

			delivery using staff expertise throughout school.		
	1:1 reading interventions for targetted 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 targetted PP pupils.	Beanstalk reading volunteers work weekly with targeted pupils. English leader to monitor and quality assure provision along with Head teacher.	JD DW LB	Dec 2019 Mar 2020 July 2020 Impact -COVID prevented volunteers coming in to school for a significant amount of time.
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 2019 Mar 2020 July 2020 Impact - KS1 Teacher Assessments show an improvement in mathematics attainment from previous year's cohort

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 2019 Mar 2020 July 2020 Impact - KS2 Teacher Assessments show an improvement in mathematics attainment from previous year's cohort
B.	Key stage 2 pupils to access small group interventions in reading, ESPG and mathematics	Weekly tutoring in small groups to 'plug the gap' for year 6 pupils.	Carefully selected resources bought to allow pupils to access the elements of maths, ESPG and reading comprehension they are still lacking.	CT DW	Jan 2020 Mar 2020 July 2020 Impact – COVID restrictions prevented a number of these sessions from taking place.

C,D,G	Providing Outdoor and adventurous Education for pupils - Use the outdoors and nature as a tool for learning, incorporating	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.		LB DW	Dec 2019 Mar 2020 July 2020 Impact – Improvements
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	Outdoor education into the curriculum to enhance the learning experience and offer high levels of collaborative learning. ScoutED	Weekly sessions outdoors to foster team work and self esteem in the most challenging PP pupils.			in engagement evident, staff long term absence meant that this was not as high as could have been.
E, G	Targetting attendance as a priority for pupils, Deputy Head Teacher to lead attendance strategies throughout school.	Robust attendance and absence policies and procedures adhered to, referrals made timely to AIT and other agencies. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/ EEF research suggests a gain of 3 months when behavioural support is given to pupils.	Robust attendance and absence policies and procedures adhered to, referrals made timely to AIT and other agencies. Weekly attendance updates, half termly to parents with targeted work carried out for pupils with lowest attendance or attendance in decline.	LB DW RD	Weekly – ongoing Impact -an improvement in attendance and a decline in persistent absenteeism were beginning to be evident, COVID and National Lockdown meant year on year comparisons were difficult.
B,D,E,G	Curriculum enrichment – PP pupils to be given access to music tuition.	All Y3/4 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.	Monitor quality and overall provision of music tutoring. Pupils to showcase their talents to peers and parents.	LB	Dec 2019 Mar 2020 July 2020 Impact – sessions took place up until

		Author visits and curriculum launch events with staff from Durham University.	Monitor writing workshops from Adam Bushnell, upskill staff		March 2020 due to COVID
B,D,E,G	Pupils offered subsidised or fully funded opportunities e.g. Residential, Educational Visits, in school enrichment activities	<p>Pupils may not be able to take part in these activities due to low income of families.</p> <p>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.</p>	<p>HT/Admin team/class teachers all responsible to plan and organise high quality experiences for all pupils.</p> <p>Pupil passports for year groups to be produced for Summer term</p>	All teaching staff	<p>Dec 2019 Mar 2020 July 2020</p> <p>Impact - Residential trip was cancelled due to COVID, school reimbursed parents from existing budget.</p>

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.)