



Pupil premium strategy statement 2016/17 – FINAL REVIEW

1. Summary information					
School	Longmoor Community Primary School				
Academic Year	2016/17	Total PP budget	Approx. £161,040	Date of most recent internal PP Review	Sept 2017
Total number of pupils	335	Number of pupils eligible for PP	145 (43%)	Date for next internal review of this strategy	n/a

Attainment			
<i>ATTAINMENT FOR ACADEMIC YEAR 2015/16</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Gap to national non-PP</i>
% meeting RWM3 standard at end of KS2 at end of academic year	44%	60%	-16%
% meeting expected standard at end of KS2 in reading at end of academic year	50%	72%	-22%
% meeting expected standard at end of KS2 in writing at end of academic year	56%	79%	-23%
% meeting expected standard at end of KS2 in mathematics at end of academic year	50%	76%	-26%
Progress score for end of KS2 pupils – reading at end of academic year	-0.71	+0.33	-1.04
Progress score for end of KS2 pupils – writing	-3.03	+0.12	-3.15
Progress score for end of KS2 pupils - maths	+0.98	+0.24	+0.74
% meeting expected standard at end of KS1 in reading at end of academic year	46%	78%	-32%
% meeting expected standard at end of KS1 in writing at end of academic year	46%	78%	-32%
% meeting expected standard at end of KS1 in mathematics at end of academic year	62%	77%	-15%
% attaining GLD at end of EYFS at end of academic year	50% (FSM pupils)	72% (other – not FSM)	-22%
<i>ATTAINMENT FOR ACADEMIC YEAR 2016/17</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (Provisional national)</i>	<i>Gap</i>

		<i>averages – 9/2017)</i>	
% meeting RWM3 standard at end of KS2 at end of academic year	72%	Not yet available	Not yet available
% meeting expected standard at end of KS2 in reading at end of academic year	89%	77%	+12%
% meeting expected standard at end of KS2 in writing at end of academic year	72%	81%	-9%
% meeting expected standard at end of KS2 in mathematics at end of academic year	89%	80%	+9%
Progress score for end of KS2 pupils - reading	+5.48 (in school other +4)	0.33	+5.15
Progress score for end of KS2 pupils – writing	+1.81 (in school other +2.78)	0.12	+1.69
Progress score for end of KS2 pupils - maths	+7.79 (in school other +5.95)	0.24	+7.55
% meeting expected standard at end of KS1 in reading at end of academic year	64%	78%	-14%
% meeting expected standard at end of KS1 in writing at end of academic year	55%	70%	-15%
% meeting expected standard at end of KS1 in mathematics at end of academic year	64%	77%	-13%
% attaining GLD at end of EYFS at end of academic year	67% (FSM pupils)	78% (non-FSM pupils)	-11%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Low level of basic skills – phonics, early reading, writing, maths - holding pupils back from attaining and making progress as expected, also preventing them engaging fully with the wider curriculum.
B.	Oral language skills for pupils entering our Nursery and Reception are significantly lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years and impacts on standards and progress in writing.
C.	This year, a small group of Year 2 PP pupils are at 'serious risk of delay' in meeting age-related expectations and maturity/concentration wise are significantly behind their peers. These are barriers to them attaining at the end of Key Stage 1 and being prepared to cope with the transition to Year 3 and the increasing demands of the curriculum there.

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

C.	Attendance rates for pupils eligible for PP last year were 94.43% (well below the target for all children of 97%). In particular, persistent absentees (greater than 10% absences) were disproportionately pupil premium children. If children are not in school regularly, they do not benefit from our quality first teaching approach or the other interventions offered to them.
D.	Parental engagement – we know that the more parents are involved with the school in supporting their child's learning the better the pupil outcomes. For a number of reasons, some parents find it difficult to fully engage with school.
E.	Pupils with specific emotional needs, mental health challenges or who are facing difficult circumstances in their life which affect their learning behaviour, attitudes & attendance in school. These pupils tend to come disproportionately from vulnerable groups including those eligible for pupil premium.

3. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>ACTUAL OUTCOMES</i>
A.	<p>Increase the percentage of PP children passing the 2017 phonics check</p> <p>Increase the percentage of PP children meeting the expected standard in reading, writing and mathematics at the end of KS1</p> <p>Increase the percentage of PP children meeting the RWM measure in KS2</p>	<p>Number of PP children meets or exceeds the number of PP children nationally passing the check in 2016 (70%); in-school gap closes between PP and non-PP children to less than 10%. % of PP children meeting the expected standard in KS1 improves by at least 10%; % of PP children attaining the RWM standard by end of KS2 improves from 50% to above 60% (national average for all pupils).</p>	<p>Phonics: 67% of FSM children passed phonics check (9 pupils). Phonics in-school gap was 19% (2 children). Last year's gap was 13% (2 children).</p> <p>End of KS1 R 2017 64%. 2016 48% +16% W 2017 55%. 2016 48% +7% M 2017 64%. 2016 64% +/- 0%</p> <p>PP RWM at end of KS2 = 72%</p>
B.	<p>Continue to run our highly-regarded communication & language provision, including early identification of pupils with communication & language difficulties; continue the trend of an increase in percentage of all pupils meeting age-related expectations for communication & language by the end of Reception, particularly for PP pupils.</p>	<p>Improve on last year's outstanding progress for PP pupils in communication & language – 7.7% on entry to nursery in 2013/14 at age-related expectations/63.6% by end of Reception in 2016.</p>	<p>95% of FSM pupils met age-related expectations in C&L by end of Reception in 2017 (no difference to our non FSM pupils).</p>
C.	<p>Prepare the identified year 2 PP group for Year 3 transition</p>	<p>Pivats5 scores of targeted pupils show a significant move from SRD towards WTE, such that the pupils are able to access the Year 3 curriculum next year. Staff report improved focus, application and maturity.</p>	<p>Intervention ran from January to July (7 months). Average Pivats progress was 1.8 years for reading and 1.6 yrs for writing. RAPT information age rose from 3.7 to 5.8; RAPT grammar from 4 to 6.7 [av. age of children at end of intervention was 7.2yrs] One pupil passed the PSC; all pupils made positive movement within their learning band. Staff reported increased focus, application & maturity. All boys moved up to Year 3 with</p>

			confidence.
D.	Improve attendance rates and reduce the number of persistent absentees for pupils eligible for pupil premium. 2015/2016 PP attendance 93.44%; non-PP attendance 95.5%. 76% of persistent absentees for whole year were pupil premium.	Reduce the number of persistent absentees among pupils eligible for PP to match or be better than the number of PAs among their peers. Remove the attendance gap between PP and other pupils.	45% of persistent absentees for 2016/17 were pupil premium – a significant improvement on last year. There is still an attendance gap to non-pupil premium children (awaiting final figures).
E.	Improve parental engagement for families of PP children.	PP parent voice groups and surveys report improved attitudes to school engagement; take-up/attendance of school workshops/events etc. indicate an increased engagement by all parents.	Lego Club has been very successful in engaging PP families. Increased take-up of school workshops/events is seen; however, there is still a difference in take-up e.g. spring term parents' evening – 88% non-PP families, 67% of PP families attended.
F.	Improve mental health/emotional well-being of disadvantaged pupils.	Measured through our pilot project this year with Place2Be of a tracking initiative which tracks mental well-being, academic attainment, attitudes, behaviour and attendance of pupils receiving Place2Be counselling.	Indicators from the pilot initiative and case studies showed qualitative evidence for improvements in emotional health, but quantitative measures for improvement in attendance/academic outcomes were less clear (relatively small numbers being an issue here).

4. Planned expenditure					
Academic year	2016/17		Total PP budget	£161,040	
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 First Teaching					
Desired outcome (linked to barrier/outcome A-E)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	EVALUATION
Accelerate progress of pupils behind age-related expectations in writing (A)	Provide tailored verbal feedback sessions by the class teacher working to year-group writing progress targets.	The class teacher is the person best placed to set year-group writing targets and provide appropriate feedback; research has shown that effective feedback is one of the most powerful ways to accelerate pupil progress.	Performance mgmt. target for staff to accelerate progress of vulnerable pupils in writing using techniques including verbal feedback. Monitored through performance mgmt. process.	Class teacher	The difference between PP and non-PP pupils is now 1 or 0 children in 4 year-groups. Tailored verbal feedback has contributed to this and will continue next year. CONTINUE NEXT YEAR.
Whole phase approach to classroom organisation & staffing support aimed at closing the gap (A)	Phase leaders/class teachers review classroom and resourcing organisation as required across their phase and beyond, using additional staffing to create smaller, more focused sets e.g. Phonics sets across EYFS/KS1; maths sets in Y6.	Planning & resourcing across a phase, including allocating the best trained staff to pupils with the greatest need and the use of additional staffing will allow us to have smaller groups/sets. Evidence shows that high-quality teacher/support staff subject knowledge and smaller groupings are both effective ways to accelerate progress.	Termly assessment & review of pupil progress	Phase leaders	End of KS2 outcomes show our disadvantaged pupils make highly positive progress – greater than our non PP pupils in reading & mathematics. In school data shows the difference is just 1 or 2 pupils in most year-groups. Those year-groups with larger differences are targeted for further action next year. CONTINUE NEXT YEAR WITH PARTICULAR FOCUS ON YEAR-GROUPS WITH GAPS.

Continue Reception/KS1 Phonics programme to deliver higher outcomes/accelerated progress for all pupils and to close the gap for PP eligible pupils (A)	Continuation of successful phonics programme to deliver higher outcomes for all pupils and accelerated progress for disadvantaged pupils	EYFS/KS1 phased phonics programme delivered improved outcomes last year for all pupils and closed the gap for disadvantaged pupils.	Half-termly assessment & review of pupil progress	KS1 phase lead	New programme is delivering improved outcomes for all pupils; the difference between PP and non-PP pupils was just 2 children at end of Year 1. The programme will continue, with refinements & keep a focus on PP pupils. CONTINUE NEXT YEAR.
Ensure that disadvantaged pupils in KS2 are engaged with their learning & know how they need to improve (A)	Pilot of half-termly pupil progress talk between teacher & targeted KS2 pupils to discuss progress towards targets & barriers to learning including behaviour & attendance issues	Individualised feedback & progress discussions between teacher & pupil are effective in accelerating pupil progress and addressing barriers to learning	Monitoring of half-termly pupil progress talks	Class teacher	Trialled in year 6 with clear success in the excellent outcomes for our PP pupils. Will be rolled out now to Year 5. CONTINUE NEXT YEAR.

Total budgeted cost £40,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	EVALUATION
Rapid intervention to improve speech & language for pupils entering Nursery and Reception below age-related expectations (B)	Highly-trained staff in Nursery and our speech & language LSA assess children on entry, identify children requiring intervention to address speech & language needs and deliver bespoke programmes to ensure they rapidly make progress in our Early Years provision.	The school has a track record of successful intervention using this approach, leading to rapid improvement in speech & language skills for PP eligible pupils.	LSA baselines children's speech & language skills at the start and end of the programme as well as carrying out termly interim assessments. SENCO will monitor the quality and effectiveness of the interventions.	SENCO	No gap between FSM and non-FSM pupils in attainment this year – in both groups 95% met C&L standard at end of Reception. Evaluations of smaller scale interventions in years 1 and 2 show positive progress for pupils. CONTINUE NEXT YEAR.

<p>Improved outcomes for PP eligible pupils to close the gap in English and Maths (A)</p>	<p>Staffing allocated to provide specific interventions for disadvantaged pupils to provide additional 'push for progress'</p> <p>Internal/External training for new support staff – reading, over-learning, precision tracking, maths, focused writing feedback</p>	<p>Appropriately tailored interventions for specific periods of time with clear outcomes, delivered by well-trained staff are shown to accelerate learning for pupils.</p>	<p>Monitoring of quality and impact of these interventions by SENCO</p>	<p>SENCO</p>	<p>The gap for PP pupils closed in every subject and every year-group last year with a small number of exceptions. Our Wave model for interventions will continue next year. However, a significant use of SLT time spent in overseeing interventions. CONTINUE NEXT YEAR WITH SENIOR LSA GIVEN RESPONSIBILITY FOR OVERSIGHT OF INTERVENTIONS.</p>
<p>Accelerated progress of targeted PP eligible pupil groups (A/B)</p>	<p>Highly-qualified classroom teacher(s) working with PP groups identified as requiring accelerated progress e.g. Y2 'nurture' group to accelerate progress to WTE/additional teacher in Y6</p>	<p>Evidence shows that a well-qualified teacher is the person best placed to rapidly accelerate the progress of children behind age-related expectations</p>	<p>Review by headteacher & deputy headteacher (assessment lead) of where such resourcing should be placed & its impact</p>	<p>Head</p>	<p>Wave 2 process of directly staff where greatest need from PP pupils proved effective last year e.g. use of a graduate LSA with a 1st class degree in maths coaching Y5/6 PP pupils led to accelerated progress & improved outcomes. USE AS A STRATEGY NEXT YEAR AS REQUIRED. GRADUATE LSA TO BE RECRUITED TO SUPPORT.</p>
<p>Improve reading & comprehension skills of disadvantaged pupils (A)</p>	<p>PP pupils at SRD or WTE in reading read 1:1 every day in school with an adult</p> <p>Use of Lexia reading support programme targeted at disadvantaged pupils & training of LSAs to use the programme</p>	<p>EEF evidence is that improved reading comprehension skills have a significant positive impact on pupil progress</p>	<p>Monitoring of frequency of reading for PP pupils at SRD/WTE</p> <p>Monitoring of use of Lexia & progress of targeted pupils on a half-termly basis</p>	<p>Head/deputy head</p>	<p>The difference between PP and non PP pupils closed in every year-group last year for reading. These simple, consistently implemented interventions will continue. CONTINUE NEXT YEAR.</p>
<p>Improve maths basic skills of disadvantaged pupils (A)</p>	<p>Use of Big Maths support programme targeted at disadvantaged pupils & training of LSAs to use the programme</p>	<p>EEF evidence is that improved basic skills have a significant positive impact on pupil progress</p>	<p>Monitoring of use of Big Maths & progress of targeted pupils on a half-termly basis</p>	<p>Head/deputy head</p>	<p>The difference between PP and non PP pupils closed in every year-group except one last year. CONTINUE NEXT YEAR.</p>

Total budgeted cost £90,000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	EVALUATION
<p>Improved mental-health and well-being of our disadvantaged pupils, leading to enhanced engagement with their learning, better attendance & improved behaviour (E)</p>	<p>Our Place2Be counselling service provides counselling and support for all pupils and staff in school. 1:1 counselling places are prioritised for our disadvantaged pupils (last year 63% of referred pupils were in receipt of pupil premium).</p>	<p>Place2Be is a national charity with a long track record of providing counselling to children with challenges around their emotional and mental health. Research indicates the benefit of counselling in improving attitudes to learning/behaviour/attendance and ultimately academic outcomes.</p>	<p>We are running a pilot initiative with Place2Be (the only school in the country to do this) where we jointly track every child in the programme, taking a holistic view of their progress with regard to emotional health, attitudes, behaviour, attendance and academic outcomes.</p>	<p>Deputy head</p>	<p>Indicators from the pilot initiative were that there was qualitative evidence for improvements in emotional health, but quantitative measures for improvement in attendance/academic outcomes were unclear. A decision was made to move to a smaller-scale counselling provision which would still prioritise pupil premium children from May 2017. CONTINUE WITH BRIGHTER HORIZONS SERVICE NEXT YEAR.</p>
<p>Reduced PA rates for PP eligible pupils (C)</p>	<p>Use of additional EWO time focused on PP eligible pupils /attendance rewards/discounts on school residential trip for good attendance</p>	<p>Regular attendance is one of the cornerstones of PP eligible pupils benefiting from the range of other interventions we offer and making accelerated progress.</p>	<p>Review of attendance rates & measures with EWO & attendance governor.</p>	<p>Headteacher</p>	<p>The proportion of PP pupils at PA was significantly lower; but although final figures for PP PA are not yet available our in-year figures indicate there is still a difference to non-PP pupils. STRATEGY REVIEW - new EWO has been engaged & further initiatives will be put in place to address this.</p>
<p>Increased enthusiasm for and competence in reading for PP pupils. Encouragement for enthusiastic higher-ability PP readers in KS2 (A)</p>	<p>Train KS2 Reading Revolutionaries to work with Year 3 PP pupils who do not read at home/Chatterbooks after-school clubs run in KS1 (for reluctant readers) and KS2 (for higher-ability PP readers)</p>	<p>Peer tutoring/support as offered through Reading Revolutionaries is known to improve pupil engagement. Higher-ability PP readers in KS2 should be encouraged and supported to ensure they sustain their enthusiasm.</p>	<p>Termly review of timetabling/attendance & reading attainment/progress of targeted pupils; survey of pupil engagement & enjoyment</p>	<p>Mrs. Astbury/Mrs. Jones</p>	<p>Pupils report increased enjoyment of reading. Tutors also benefited from the experience. TRAIN NEW REVOLUTIONARIES NEXT YEAR. Chatterbooks had mixed success with take-up – RELAUNCH NEXT YEAR.</p>

PP children requiring 1:1 support make good progress (A)	Additional 1:1 support for pupil premium children with this requirement	Appropriate additional 1:1 support for PP children can be very effective when designed to integrate them further into classroom life & engage them with their year-group curriculum where possible	Review of integration of these pupils & the impact upon their progress	SENCO	Successful in supporting these pupils and their engagement with the curriculum prior to moves to alternative settings. USE AS A STRATEGY IF REQUIRED.
PP families more engaged with school & child's learning (D)	In-school workshops/support offered for parents of disadvantaged pupils; funding for LEGO club/therapy equipment & training	Where parents are more engaged with the school, we are able to communicate with them more effectively with regard to their child's progress & learning	Monitoring of parental engagement with workshops/support; parental voice surveys – establish a 'parental voice' group including parents attending weekly LEGO club to gather views on how to engage families more with their child's learning	Parental Engagement Lead	Lego Club has been hugely successful in engaging families, particularly some who are typically reluctant to engage with school. The club has now been shortlisted for a national award. Less progress in establishing a parental voice group. CONTINUE NEXT YEAR AND APPOINT PARENTAL ENGAGEMENT LEAD WITH FOCUS ON PUPIL PREMIUM FAMILIES.
Provision of ad-hoc support as required for PP pupils & their families (A-E)	Respond to ad-hoc needs of children families as required e.g. funding for educational visits/additional books/attendance at higher-ability workshops	Ad-hoc/bespoke support can be very effective in targeted instances to support our PP pupils and families	Review of such instances & their impact with PP governor	Head	Case studies of ad-hoc support show the effectiveness of responding flexibly, quickly and imaginatively to pupil/family needs. Examples are not given here due to sensitivity of some cases. CONTINUE NEXT YEAR AS NEEDED.
Total budgeted cost					£40,000