

Pupil premium strategy statement 2019-22

School overview

Metric	Data
School name	Longmoor Community Primary School
Pupils in school	389 R-Yr6
Proportion of disadvantaged pupils	28% (31.5%:Yr1-6)
Pupil premium allocation this academic year	£151,500
Academic year or years covered by statement	2019-22
Publish date	04 November 2019
Review date	04 November 2020
Statement authorised by	Mrs. E. Grundy
Pupil premium lead	Mrs. S. Evans
Governor lead	Mrs. F. Rea

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+9.3
Writing	+1.4
Maths	+6.1

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	58.3%
Achieving high standard at KS2	13%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
To reduce the difference between PP and other children.	To use the wave model of intervention to rapidly identify, prioritise for action and diminish the PP gap to achieve national average for attainment for all pupils against the key measures: <ul style="list-style-type: none">• phonics screening check• reading, writing and mathematics at the end of KS1• Expected standard in RWM at the end of KS2;• Pupils attaining GD in reading, writing and mathematics at the end of KS2.	Sept 21

To maintain the very high percentage of pupils meeting age-related expectations in C&L	Continue the trend of the high percentage of PP and non-PP pupils meeting age-related expectation for communication and language by end of Reception through our Communication & Language provision (93.3% in 2019).	Sept 21
To give disadvantaged children the experience and confidence in using high quality language and vocabulary	To successfully complete the three year VoiceLiverpool project to improve pupils' oral language skills, as this is the essential underpinning of high attainment in reading and writing, therefore reducing the difference between PP and other children against these key measures.	July 21
Remove the attendance gap between PP and other pupils	Improve attendance to national average and reduce the number of persistent absentees for disadvantaged pupils.	Sept 21
Indicate an increased engagement by all PP parents	Improve parental engagement for families of PP children	Sept 21
Improve mental health/emotional well-being of disadvantaged pupils.	Measured through improvement in academic attainment, attitudes, behaviour and attendance of PP children.	Sept 21
Give effective ad-hoc support to disadvantaged pupils, pupil groups and families	To support on a case by case basis demonstrating improvement in attainment/attendance or other measures for targeted pupils.	Sept 21

Teaching priorities for current academic year (Wave 1)

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS1 Reading	Sept 21
Progress in Writing	Achieve national average progress scores in KS1 Writing	Sept 21
Progress in Mathematics	Achieve average KS1 Mathematics progress scores in KS1	Sept 21
Progress in RWM3	Achieve average KS2 RWM3 progress scores	Sept 21
Progress in GD	Achieve average GD KS2 RWM3 progress scores	Sept 21
Progress in Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Accelerated progress of disadvantaged pupils behind age-related expectations in writing AND those who have the potential to reach greater depth	Class teacher to identify target pupils, prioritising disadvantaged, & provide regular, tailored verbal feedback sessions working to year-group writing progress targets.
Whole phase approach to classroom organisation & staffing support aimed	Phase leaders/class teachers review classroom and resourcing organisation as required across their phase and beyond, using

at closing the gap for disadvantaged pupils	additional staffing to create smaller, more focused pupil groups e.g. Phonics sets across EYFS/KS1; maths sets in Y6; EYFS/KS1 lead released from class. Senior leadership allocate staff as appropriate across the school to give priority to those who need the greatest support.
Delivering higher outcomes/accelerated progress in phonics for all pupils and close the gap for PP eligible pupils	Continuation of successful phonics programme to deliver higher outcomes for all pupils and accelerated progress for disadvantaged pupils
Improved quality & quantity of oral language exchanges/improved oracy skills/increased pupil confidence & well-being	Participate in 3-year VoiceLiverpool project to develop expert oracy classroom practitioners with in-school activities prioritising disadvantaged pupils.
Barriers to learning these priorities address	Low level of basic skills on entry to school- phonics, early reading, writing, maths- holding pupils back from attaining and making progress as expected, also preventing them engaging fully with the wider curriculum.
Projected spending	£80,000

Targeted academic support for current academic year (Wave 2)

Measure	Activity
Rapid intervention improves speech & language for pupils entering Nursery and Reception below age-related expectations	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.
Improved outcomes for PP eligible pupils to diminish the difference in English and Maths	Staffing allocated to provide specific interventions for disadvantaged pupils to provide additional 'push for progress'. Internal/External training for new support staff – reading, over-learning, precision tracking, maths, focused writing feedback. Appointment of lead LSA for interventions.
Accelerated progress of targeted PP eligible pupil groups	Wave 2 meetings used to review progress & identify the best use of resources/strategies e.g. providing resources to allow the release of classroom teachers to work with PP groups identified as requiring accelerated progress – this could be from any group e.g. those working below age-related expectations/those who are identified as more able or with potential to be in this group.
Improve reading & comprehension skills of disadvantaged pupils	PP pupils at SRD or WTE in reading read 1:1 every day in school with an adult.
Improve maths basic skills of disadvantaged pupils	PP pupils at SRD or WTE in mathematics to receive daily feedback/ support in school with an adult.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£32,900

Wider strategies for current academic year (Wave 3)

Measure	Activity
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Improved mental-health and well-being of our disadvantaged pupils, leading to enhanced engagement with their learning, better attendance & improved behaviour	Our Brighter Horizons 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 64% of referred pupils were in receipt of pupil premium). Pastoral lead provides in-house support for pupils with emotional well-being needs, with PP children prioritised.
Reduced PA rates for PP eligible pupils	Use of additional EWO time focused on PP eligible pupils/attendance rewards/discounts on school residential trip for good attendance
Increased enthusiasm for and competence in reading for PP pupils. Encouragement for enthusiastic higher-ability PP readers in KS2	KS2 Reading Revolutionaries trained to work with Year 3/4 PP pupils who do not read at home/Chatterbooks after-school clubs
PP families more engaged with school & child's learning	A specific parental engagement focus for engaging disadvantaged families; offerings such as in-school workshops/support offered for parents of disadvantaged pupils; funding for LEGO club/therapy equipment & training. Investment in MarvellousMe app to increase parental engagement for those 'hard to reach' families.
Provision of ad-hoc support as required for PP groups, pupils & their families	Respond to ad-hoc needs or opportunities which arise to support children, pupil groups and families as required e.g. extra year of music tuition for Y4/funding for educational visits/additional books/attendance at higher-ability workshops/after-school clubs targeted at disadvantaged pupils
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£38,600

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of professional development days and additional cover being provided by senior leaders to review outcomes and progress half termly
Targeted support	Ensuring enough time for school S&L, phonics, English and Maths-lead to support small groups Ensuring the quality and impact of interventions are effective	Use of subject lead days and additional cover being provided by senior leaders to review outcomes and progress half termly to monitor the quality and impact of the interventions Wave 2 review meetings held by HT and DHT (assessment lead) S&L lead timetabled 5 days a week to lead small groups
Wider strategies	Engaging the families facing most challenges	Review of progress of referred pupils to Brighter Horizons Review of attendance rates and measures with EWO and attendance governor Monitoring parental engagement Working closely with PP governor to review impact of PP strategies Termly review of attendance/timetabling and reading attainment/progress for targeted pupils

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading, Writing and Mathematics	EOY RWM3 KS1 – 19% gap EOY RWM3 KS2: - 23% gap EOY GDS RWM3 KS2 – 16% gap
Phonics	Exceeded disadvantaged national average ahead of projection through the continuation of our phonics scheme and staff training. EOY Y1 phonics check: 18% gap
Speech and Language Provision	End of Reception C&L: 93% for non-disadvantaged, 86% for disadvantaged pupils (gap of 7%)
Voice21 Oracy Project	Out of the 92 pupils that were in the target groups last year for the oracy project (Rec-Yr6) 37% (34) were PP: Physical: (30/34) 88% met good standard or above (GD) Linguistic: (27/34) 79% met good standard or above (GD) Cognitive: (26/34) 76% met good standard or above (GD) Social and Emotional: (28/34) 82% met good standard or above (GD)
Mental Health and Well-being	14 PP have had access to Brighter Horizons Counselling for their services from September 2018-July 2019: 16 successful closed cases: 10 PP (53%) 6 open cases: 4 PP (67%) Overall, 64% of referred pupils were in receipt of pupil premium
Other	Small improvement from last year's PP attendance to date (Autumn 1 2019) +1.12% Parental engagement: MarvellousME 98% PP parent sign up compared to 96% non PP