



# Pupil premium strategy statement for Langley Park Primary School 2020-21

1. Summary information					
<b>School</b>	Langley Park Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£17,485 (including LAC/PAC funding)	<b>Date of most recent PP Review</b>	October 2020
<b>Total number of pupils</b>	22	<b>Number of pupils eligible for PP</b>	17 X Deprivation  5 x PAC	<b>Date for next internal review of this strategy</b>	October 2021
2. Current attainment at end of KS1 (2019-20)					
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
<b>% achieving expected standard or above in reading, writing and maths</b>			80%		
<b>% achieving expected standard or above in reading</b>			80%		
<b>% achieving expected standard or above in writing</b>			80%		
<b>% achieving expected standard or above in maths</b>			80%		

**3. 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)*

<b>A.</b>	Some PP children enter school at lower starting points
<b>B.</b>	Progress gap due to school closures (COVID-19, beginning March 2020)
<b>C.</b>	Speech, language, vocabulary and comprehension skills are lower for some pupils eligible for PP than for other pupils.
<b>D.</b>	Reduced opportunities to attend school trips
<b>E.</b>	Frequency of reading and sharing books
<b>F.</b>	Exposure to language rich opportunities through talk and reading
<b>G.</b>	Limited cultural experience to draw on for contextual language knowledge and development
<b>H.</b>	Poor oral language skills
<b>I.</b>	Emotional barriers impacting on readiness to learn

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

<b>J.</b>	Home support – a small percentage of PP children have limited support at home
<b>K.</b>	Potential lack of technology at home to aid progress during school closures (COVID-19)
<b>L.</b>	Potential lack of parental support or knowledge to facilitate learning during school closures (COVID-19)
<b>M.</b>	Lack of parental engagement with school
<b>N.</b>	Circumstances in the home may have an impact on the pupil’s emotional wellbeing in school.
<b>O.</b>	Children Looked After or Previously Looked After may have attachment disorder and anxiety which could impact on their ability to learn
<b>P.</b>	Limited take up of extra-curricular music lessons through lack of parental encouragement; lack of money; possibility of low aspirations; lack of exposure to music outside of school
<b>Q.</b>	Limited take up of after school clubs through lack of parental encouragement; lack of money

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Early gaps closed quickly by putting early intervention in place for pupils eligible for PP. Monitoring of data and regular pupil progress meetings throughout the school.	PP gaps closed. PP children make at least expected progress in line with their peers.
<b>B.</b>	Improved S&L and comprehension skills for pupils eligible for PP through additional reading sessions and attendance at S&L groups. Regular questioning will develop oral explanations. Monitoring of data and regular pupil progress meetings.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.

<b>C.</b>	Children in receipt of PP make at least the same progress as their peers from the same starting point. Monitoring of data and regular pupil progress meetings.	Assessment data and tracking shows at least the same progress of PP children and peers who started at the same point. Aspirational targets for all children are met.
<b>D</b>	Higher rates of progress across KS1 for high attaining pupils eligible for PP. Monitoring of data and regular pupil progress meetings.	Pupils eligible for PP identified as high ability make at least as much progress as non PP pupils identified as high ability, across Key Stage 1 in maths, reading and writing and Y1 phonics. Aspirational targets for all children are met.
<b>E.</b>	All PP children participate in school visits.	100% attendance on school visits
<b>F.</b>	More PP children attending extra-curricular music lessons. Take up to be monitored and analysed.	Higher percentage of eligible PP children having music lessons.
<b>G.</b>	More PP children attending after school clubs. Take up to be monitored and analysed.	Higher percentage of eligible PP children attending after school clubs.

## 5. Planned expenditure

Academic year

2020/21

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 of teaching 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?
To accelerate pupil progress so that knowledge and skills gaps from school closures are closed.	<p>CPD for all staff on Quality First Teaching.</p> <p>Implementation of the new Feedback policy to close gaps, review progress and move children on, rapidly, within each lesson.</p> <p>Whole school approach to homework to target specific skills gaps and engage parents.</p>	<p>EEF evidence suggests good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Research states that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year (EEF, 2018).</p>	<p>Drip-fed weekly Quality First Teaching CPD sessions for all staff.</p> <p>SLT to monitor the quality of teaching and learning in all classrooms. Support plans put in place with short-term targets for improvement.</p> <p>Half termly PPRMs to discuss baseline tests/data analysis/alternative teaching strategies/child well-being.</p>	<p>SK/PB</p> <p>Class teachers, phase leaders</p>	<p>Half termly pupil progress meetings to review progress.</p> <p>Half termly book looks.</p> <p>Half termly observations in class.</p> <p>Pupil voice surveys.</p>
Children in receipt of PP make at least the same progress as their peers from the same starting point.	<p>Set clear targets using FFT and ask teachers for their predictions for all children in Autumn and Spring terms.</p> <p>Clear blended learning plan so that in the event of school closures, no learning time is lost. Additional provision/resources for PPG children to access from home.</p> <p>Baseline assessment and on-going assessments to identify skills gaps.</p> <p>Whole school CPD on the 'Waves of intervention' model. Whole school approach to interventions: 10 week programme</p>	<p>Clear and specific targets relating to attainment help to ensure teachers are clear about where the children need to get to.</p> <p>Teachers to identify and focus on teaching specific skills children need to improve on in order to most effectively close gaps.</p> <p>EEF research states that children can gain up to 4 months progress from small group tuition (2 – 5 pupils in a group).</p> <p>Preparation for periods of self-isolation/school closures will ensure that no learning time is lost.</p>	<p>Review of progress towards targets in pupil progress meetings.</p> <p>Regular discussions around children's skill need with class teacher, TAs and phase leader.</p> <p>Review of successes to identify and plan for next steps.</p> <p>Review of the 10-week intervention plan to evaluate the success and plan next steps.</p> <p>Weekly calls to PP families in the event of school closures/self-isolation to check in on home learning strategies and well-being.</p> <p>Virtual meeting with parents to discuss the provision in place for their children, in the event of self-isolation/school closure.</p>	<p>Class teachers, phase leaders, SK, PB</p>	<p>Half termly pupil progress meetings to review progress.</p> <p>Half termly book looks.</p> <p>Intervention evaluation</p>

	Tracking of PP/Non-PP children to ensure progress is in line with expectations  PP children given priority in Catch-up Funding 'Easter school' programme				
All teachers and support staff have a clear understanding of the strategies that we use as a school to support PP children.	CPD session sets out the rationale and expectations of the approach at LPPS.  Phase leaders work closely with year groups to ensure targeted teacher feedback during and after lessons.  Pupil passports created to ensure that there is a shared focus on the PP children across the school.  Parents have clarity on ways in which we support the children to ensure that all opportunities are accessible to them.	EEF evidence suggests that, as a guide, spending on improving teaching to ensure that every class has an effective teacher is they key ingredient to a successful school. Therefore it is quite right that this should be a top priority for pupil premium spending.	Regular reviews of the quality of education through observations, books looks, PRRMS and pupil voice. Review the implementation of strategies at LPPS and their effectiveness. Look to schools who support DA children and close the gap effectively to learn good practice from.	SK and PB	Half termly monitoring of Teaching and Learning.  Half termly pupil progress meetings to review progress.  Half termly book looks, focusing on PP children specifically.
Accelerated rates of progress across KS2 in writing for pupils eligible for PP.	Whole school focus: writing  Baseline assessment and on-going assessments to identify skills gaps.  KS2 phonics teaching and learning for identified pupils	EEF research states that raising attainment in writing provides the building blocks not just for academic success, but for fulfilling careers and rewarding lives. (Improving Literacy in KS2).	Review of progress/attainment for PPG children in Writing, half termly.  Monitoring of teaching and learning, focusing on writing, for example: book looks, learning walks.	Class teachers, PB, SK	Half termly pupil progress meetings to review progress. Half termly book looks.
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Improved S&L and comprehension skills for pupils eligible for PP	<p>Make careful diagnosis of why a child is having problems.</p> <p>High quality reading texts available.</p> <p>Provide additional reading sessions 1:1 and in small groups. Reading mentor scheme.</p> <p>Attendance at S&amp;L groups.</p> <p>Regular questioning will develop oral explanations.</p> <p>CPD on Language learning opportunities: Pre teaching key vocab, interactive book reading, language intervention groups, talk</p>	Research shows that children benefit from being taught in a rich literacy environment, which should involve a range of strategies. Important to establish school wide approach to ensure consistency.	Whole school to continue with teaching specific reading skills –Guided Reading. Monitoring by English lead in school. Continue with greater emphasis on teaching and extending children’s vocabulary – Mrs Wordsmith.	SK/PB	<p>Half termly pupil progress meetings to review progress.</p> <p>Half termly monitoring of Teaching and Learning.</p>
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### 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	When will you review implementation?
All PP children have access to learning in the event of school closures/self-isolation.	<p>Resources bought specifically for PP children so that if there is a lack to technology, they still have access to learning.</p> <p>Virtual parent workshop ‘Blended Learning: how it works’.</p>	Preparation for periods of self-isolation/school closures will ensure that no learning time is lost.	Provide the PP children with these resources.	PB	On-going 2020
The mental health and wellbeing of pupils in receipt of PPG is good and improving.	<p>Termly social, emotional and behavioural assessment of all PP children using the Boxall profile. Assessments monitored to identify need and track individuals.</p> <p>Whole school wellbeing initiatives.</p> <p>ELSA priority sessions.</p>	Children who have a secure mental wellbeing are happier resulting in improved outcomes and greater resilience.	<p>CPD on Boxall profile assessments for all staff</p> <p>Boxall assessment updates become an integral part of each year groups PPRMs</p>	SK/PB	<p>Termly Boxall profile</p> <p>Half termly PPRMs</p>
All PP children participate in school visits	Visits are covered by pupil premium funding	100% attendance on visits benefits the whole class through the shared experience.	DHT to monitor uptake of school visits and liaise with PP families if financial support is needed when launching the Y4 residential.	PB	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

<p>The take up of extra-curricular music lesson improves</p>	<p>Monitor numbers of children attending music lessons. Establish why children are not having lessons. Provide support for PP families according to need.</p>	<p>Checking take up and then establishing barriers in order to remove them or provide support to overcome them.</p>	<p>DHT to monitor and to intervene where appropriate.</p>	<p>PB</p>	<p>December 2020 April 2021 July 2021</p>
<p>The numbers of children in receipt of PP attending after school clubs continues to increase</p>	<p>Monitor numbers of children attending after school clubs. Establish why children are not having lessons. Provide support for PP families according to need. Each PP child currently has on ASC funded.</p>	<p>Checking take up and then establishing barriers in order to remove them or provide support to overcome them.</p>	<p>DHT to monitor and to intervene where appropriate.</p>	<p>PB</p>	<p>December 2020 April 2021 July 2021</p>

**6. Review of expenditure – received £13,464**

**Previous Academic Year**

**2018/19**

**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>To ensure at least expected progress for all PP premium children by focussed intervention for all children to meet their varied educational, social and emotional needs.</p>	<p>Continued provision of behavioural and pastoral support for targeted pupils to overcome emotional and/or behavioural barriers which may impact on learning, both within class and provision of nurture group.</p>	<p>A number of children who are PP are also eligible for support via the ELSA programme. Completion of this would better support their emotional development and therefore put them in a settled position to learn.</p>	<p>The ELSA has had a positive effect the children involved and their non pp peers. Thus showing a progress gap which has closed emotionally as well as in their academic attainment in R,W and M. The children have become more enthusiastic about school and more engaged in their learning. As a result, they are making steady progress. The ELSA strategies are to continue with the support from parents, particularly during the time of school closure. Upon return to school, the session have been completed for those who missed them.</p>	<p>Items incomplete due to covid-19 school closure/ partial opening</p> <p>£ 20x 20 weeks staff cost = £400</p> <p>£ 150 for soft play/ furniture and posters to enhance environment = £ 150</p> <p>Provision of games and activities to develop fine motor skills of Reception pupil, including for outdoor play £ 1400</p> <p>Assistive technology for Year 2 pupils to enable improved curriculum access and outcomes £ 3800 for assistive technology including use of ipads and tactile music devices</p>
<p>To enable further integration of those who require nurture-group activities into the class so that they have larger friendship groups, and have developed sharing and communication skills.</p>		<p>Use of Lego intervention groups to support with social skills and fine motor skills. The session it aimed at developing</p>	<p>This has provided an opportunity for children to take on different team roles and develop sharing and communication skills. It has been a reference point for children to then utilise these skills back in the classroom. In addition, the development of problem-solving skills in a controlled environment became a transferable skill within lesson. We will continue the intervention with covid-19 safety measures in place.</p>	<p>One hour per week targeted TA support for Y2 pupil to help with writing skills, interaction with peers, organise her work and liaise with vulnerable parent. (Outcome 1) £15 x 39 weeks one hour support £ 585 - Employment of support to a group of Y1 pupils for half a day for 10 weeks in the summer term £1200 (Outcome 1) – i</p> <p>Part-fund training for TA on ELSA course Spring 2019 and allocate time and funds to work with targeted groups of PP pupils from May – July 2019. £400 + £1200 (Outcome 1)</p>



<p>To reach out successfully to parents/carers who may have difficulty in accessing school information or ability to attend functions such as parent consultation meetings and curriculum events.</p>	<p>Termly workshops open to all families with a focus on reading, writing or maths. These are tailored for each year group.</p>	<p>Parents attending the session would be better equipped to support their children at home. This would have a positive impact on their progress, particularly in reading when they will be working more with reading at home.</p>	<p>Setting up a smaller group for parents who are hard to reach and ensuring that they are invited personally by the class teacher when events are published could result in a larger turn out. This would be a new approach to take. The possible development of a family worker role would also support reaching these parents.</p>	
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## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>To provide funding so that all children can be included in school trips and paid activities, and take advantage of out of hours clubs if so desired.</p>	<p>All PP children are eligible for their school trips to be paid. They are also able to attend one after school club which is funded from PP.</p>	<p>The uptake of PP children attending clubs has increased since this has been made to clear to parents.</p>	<p>There are children who do not attend and this is due to collection arrangements for the children. We will continue with this approach but will also review the club provision to make sure that there is something that appeals to the PP children who are currently not attending (pupil voice) when clubs are resumed. We will also provide funded places for any on site visits later in the academic year.</p>	<p>Extra- curricular provision and funding for attendance on school trips for all PP children Between £800 - £1000 (Outcome 4)</p>

<p>To develop a range of extension activities and materials for the more able which they in turn can share with other pupils who are more gifted.</p>	<p>Additional reading materials to be purchased to supported core curriculum areas so that the more able children can be extended and broaden their vocabulary.</p>	<p>Children would acquire knowledge which can them be applied to make links across their learning. The resources were/are also accessible to all children in the school library providing extension their non PP peers.</p>	<p>In order for this to remain a targeted approach, the texts need to be publicised more so that all children are aware of them and thus they are moved to the classroom as well as the library. Class teacher can create suggested reading books to also bring these books to the fore.</p>	<p>Children's passion for reading was evident at the mid-way point of the academic year (more able PP). Outcomes for those children were projected to meet their targets and close monitoring is in place this year to bring the children back to the point when they left ready to be extended further.</p>
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## 7. Additional detail

We hope that the impact of covid-19 does not create a long term attainment gap and we plan for this to be addressed sharply this year (2020-21)

Ofsted commented that 'Leaders use and review pupil premium funding effectively. They have identified individual barriers to achievement and put in place personalised support for each pupil. This consists mainly of additional support in lessons and specific resources to assist pupils in their learning. Disadvantaged pupils make good progress as a result. Leaders also use the funding to give pupils equal access to extra-curricular activities and trips.'