



# Longton Lane Primary School

*'Believe and Achieve'*

## Pupil premium strategy statement:

### OVERVIEW

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on 1 school census figures for pupils registered as eligible for FSM in reception to Year 11. More recently Ever 6 funding has been introduced to allow schools to claim funding for children currently on roll who have been on FSM at some time in the past 6 years.

For looked after children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903).

A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Currently Ever 6 funding is at £1320 per pupil, services premium at £300 and Looked after premium at £1900

### OBJECTIVES FOR PUPIL PREMIUM IN THIS SCHOOL

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£87,720
<b>Total number of pupils</b>	204	<b>Number of pupils eligible for PP</b>	66 'Ever 6' at £1320 2 'Services premium' a £300

<b>Current attainment for 2016/17</b>			
<b>Year 6</b>	<b>Pupils eligible for PP (school)</b>	<b>Pupils <u>not</u> eligible for PP (national)</b>	<b>Difference</b>
% achieving expected standard in reading	79%	72%	+7%
% achieving expected standard in writing	71%	79%	-8%
% achieving expected standard in mathematics	93%	76%	+17%
% achieving expected standard in reading, writing and mathematics	64%	60%	+4%
<b>Year 2</b>			
% achieving expected standard in reading	86%	78%	+8%
% achieving expected standard in writing	86%	70%	+16%
% achieving expected standard in mathematics	71%	77%	-6%
Cumulative % achieving phonics standard	100%	93%	+7%
<b>Year 1</b>			
% achieving phonics standard	83%	83%	=
<b>Foundation Stage</b>			
% achieving GLD	100%	72%	+28%
% achieving ELG in number	100%	81%	+19%
% achieving ELG in reading	100%	80%	+20%
% achieving ELG in writing	100%	75%	+25%
% achieving ELG in CLLD	100%	87%	+13%

<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	A number of children eligible for PP also have SEND, including social, emotional and mental health issues (35.89% across whole PP register – Y2 75% / Y6 60%)	
<b>B.</b>	Children eligible to pupil premium are not achieving at greater depth in some subjects and in some year groups	
<b>C.</b>	Self-belief, aspirations and confidence is low amongst the majority of our PP children	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance and punctuality of PP group lower than rest of school (2015-16 PP 94.69% and non PP 95.71%, PP -1.02%. Punctuality lates before registers close PP 1.55% and non PP 0.75%, PP +0.80)	
<b>E.</b>	Some children eligible for PP do not experience a range of enrichment experiences outside of school because of additional costs attached. (31.86% of school population eligible for PP)	
<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All children eligible for PP with SEND will make expected progress in reading, writing and mathematics.	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCo.
<b>B.</b>	More children in receipt of pupil premium achieving at greater depth across all year groups and all areas of the curriculum	Targets achieved for the % of children achieving at greater depth in each cohort within maths, reading and writing at the end of the academic year
<b>C.</b>	Self-belief, aspirations and confidence will increase and improve. This will be seen with greater contributions in class, pupil voice and parent feedback	At the end of each KS progress of PP and non PP children will compare favourably for all groups. Children will have accessed a range of enrichment opportunities to enhance aspiration and raise confidence.
<b>D.</b>	Attendance and punctuality of PP children will improve and compare favourably with non PP pupils. % of PP pupils at PA reduces	Reduce the number of PA absentees among PP pupils. Overall PP attendance improves in line with whole school attendance target of 96%.
<b>E.</b>	PP pupils will be supported to engage in a wide range of enrichment opportunities. Develop positive attitudes to learning, broaden experiences for PP pupils and begin to develop life learning skills.	Pupils will experience a wide range of enrichment activities, including trips and access to music tuition for those who would like to and extra- curricular activities.

### 3. Planned expenditure

Academic year

2016/17

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?
Pupils access quality first teaching to ensure they make expected or better attainment	Quality CPD closely linked to SDP and focused on good / outstanding teaching for all ITP for relevant teachers Termly pupil progress meetings	Children achieve best with quality first teaching, this will also ensure that targeted intervention is linked to specific needs and impact is quick. ITP allows staff to develop further strategies for good teaching. Children not on track to meet end of year target quickly identified and support via intervention can be planned.	Close monitoring of teaching and learning. Mentor in place for ITP	L Speed  C Andrews	Spring 2017  Spring 2017
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved	Regular PHSE lessons that incorporate circle time and	Concerns and worries are easily shared and an emotionally safe ethos is established within the classroom.	Drop in lessons will show the class ethos and atmosphere Pupil conferences evidence	L Speed C Andrews C Barrow	December 2016
The attendance of PP children improves	Our curriculum will interest and excite all children Enhancement days and whole school creative days Good quality resources to enhance quality first teaching	When children enjoy and are excited about their learning and see its purpose this can be a hook to encourage them to be in school each day, similarly with enhancement activities.	Parental and pupil feedback will be sought	L Speed	Spring 2017
Standards for PP pupils continue to rise and targeted intervention is appropriate to need, this includes those with SEND.	'Find and Fix' approach to intervention incorporating pre and post task needs as relevant Experienced HLTA to focus on targeted groups in upper KS2 / Phonics in KS1	Well trained LSAs who know the children well can deliver appropriate sessions rather than a whole programme of intervention so that specific gaps are supported quicker.	LSA audit to look at support for learning. Baseline assessments for all intervention programmes Pupil progress meetings to monitor attainment and progress	L Speed C Andrews	Spring 2017
Staff understanding of provision for more able pupils is improved	CPD programme on independent learning strategies, open questioning and higher order thinking skills	National research demonstrates the effectiveness of these strategies allowing attainment and progress to be accelerated.	Classroom practice will be monitored through book scrutiny, lesson observations and pupil conferences.	L Speed C Andrews C Barrow	Summer 2017
<b>Total budgeted cost</b>					£52320

<b>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>
The attendance of PP children improves and children present in school on time.	EWO will be involved with families who have attendance below 91% / lateness is a consistent pattern Parent meetings will be held as relevant with EWO and headteacher	When children attend school regularly without constant breaks they make better progress, they make better friendships, are more confident and take more ownership in their learning.	Attendance will be monitored each half term. Absences will be addressed immediately.	L Speed J Moosbally	December 2016
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved	Nurture timetable as appropriate, this will be groups or individuals dependent on need Children will be taught strategies to help them cope with their needs	Children use strategies they have been taught to cope with their	Drop in nurture sessions Pupil conferences evidence Parental feedback	L Speed C Andrews C Barrow	December 2016
<b>Total budgeted cost</b>					£23400

<b>Other approaches</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>
An increased number of experiences including physical activities	Develop a wider range of activities through after school participation across all age ranges. Professional coach in school for PE skills Provide funding and encouragement for PP pupils to attend visits and trips.	More active pupils have a more positive approach to learning Participation increases attendance Varied life experiences can impact on the capacity to learn and understand. Teamwork will be developed to increase self-esteem and the motivation to engage	After school club registers / monitoring of provision Parental and pupil feedback	J Moosbally L Speed	Spring 2017
Increase aspirations for children to further their education and opportunities	Develop Adventure Service Challenge approach for pupil Y4+ Longton Lane university to enhance wider school curriculum	Impact of such programmes shows raised confidence levels for participants alongside increased self-esteem through community engagement	Monitoring of provision Parental / pupil feedback	L Speed J Moosbally	Autumn 2017
<b>Total budgeted cost</b>					£12000

<b>4. Review of expenditure</b>				
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<b>Previous Academic Year</b>	<b>2016/17</b>
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<b>Quality of teaching for all</b>				
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Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

<b>Targeted support</b>				
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<b>5. Additional detail</b>				
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