

Pupil Premium Strategy Statement: Langrish Primary School 2020 / 2021

1. Summary information					
Financial Year	2020/21	Total PP budget	£18 930	Date of most recent PP Review	April 2021
Total number of pupils	198	Number of pupils eligible for PP	18	Date for next internal review of this strategy	July 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
A.	Emotional needs (forming peer relationships)
B.	Attachment Disorder
C.	Limited support from home with learning tasks during normal operating hours and during lockdown / isolation situations
D.	Economic disadvantage blocking access to social and cultural opportunities

3. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria/ Impact</i>
A.	More children coming to ask for help and able to discuss how they are feeling, engaging in problem solving together, knowing that someone will listen.	Reduced number of behaviour incidents / reflection sheets recorded.
B.	Staff will have a greater understanding of the issues and backgrounds affecting these children. Strategies will reflect this with support tailored to individual needs.	Staff have a common language that is used and understood when dealing with pupils with attachment disorder. Pupils will have made expected progress against relevant AREs in comparison to their peers.
C.	All children to have access to relevant resources in order to facilitate home learning during normal operating hours and in the event of a lockdown / isolation situations	Home learning accessed and completed by all pupils.
D.	All children to have equal access to the full range of experiences and enrichment opportunities, including breakfast club, after school care (Activ8) and HMS lessons	Children accessing relevant enrichment activities alongside their peers, demonstrated through recorded participation rates

4. Planned expenditure

The details below outline how the allocation will be spent to address these barriers and why these approaches were taken

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will the school measure the impact of the pupil premium?	Staff lead	Review date
A. All children make more than expected progress in AREs for Reading, Writing and Maths	Pupil conferencing, Learning Detectives, daily readers, targeted intervention programmes, personalised learning, quality feedback marking Extended teaching team: An additional qualified teacher to be employed for three days a week to support identified children as part of personalised learning programmes	In order to maintain our outstanding results, we have identified the importance of joined up thinking within the assessment thinking to ensure all learners continue to make sustained progress, regardless of their current level of attainment. PP children will also be prioritised for this support during the current climate where some may be isolating.	Ongoing staff appraisal, pupil conferencing, Pupil Progress Meetings, book scrutiny and learning walks. Continuing engagement with parents and other stakeholders including link governors. To note: engagement with parent will be via email, phone or socially distanced meetings at this time. Book scrutiny and learning walks during school time into other bubbles are at present suspended for the Autumn Term until Government guidance is updated.	SLT	Termly

Additional Details following Review:

Targeted support ensured children made the best possible progress in the context of home learning and remained engaged in their learning. Where children were not in school, additional, virtual sessions were provided to give tailored support, both academically and pastorally. Wherever in the best interest of the child, places were offered to children to ensure face to face learning could continue throughout lockdown.

Once back in school, resources (including adult time) were redeployed to address issues arising as a result of lockdown. Physical activity, mental health and social interactions were prioritised during the second half of the academic year to support the children's transition back into school and develop their readiness to learn.

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will the school measure the impact of the pupil premium?	Staff lead	Review date
A. Children to acquire appropriate behaviour strategies which they can apply as situations arise	Targeted social communication programmes to run across the school	Some PP children are experiencing difficulties when faced with unknown situations or changes in routine. We want to develop their resilience and perseverance to enable them to cope with these situations positively.	Pupils to independently manage their own behaviour and emotions: a reduction in recorded incidents on Target Tracker	Managed by SLT, delivered by HLTA	Annually Ongoing – develop provision further by employing an ELSA for Sep 2021
B. Staff will have a greater understanding of the issues and backgrounds affecting these children. Strategies will reflect this with support tailored to individual needs.	Staff training from Virtual Schools to develop professional dialogue. Continued agenda item on staff meetings to review PEP toolkit for resources and impact.	Children experiencing attachment disorder are struggling to manage transitions and change smoothly. Following a skills audit of staff, it has become apparent that additional help is needed in order to support the mental health needs of this group.	Staff have a common language that is used and understood when dealing with pupils with attachment disorder. Pupils will have made expected progress against relevant AREs in comparison to their peers.	Designated Teacher & Inclusion Leads	Annually Training delivered and regular CPD follow-up has developed understanding and practice
C. All children to have access to relevant resources in order to facilitate home learning	Providing facility for Home Learning at lunchtime as needed and provision of resources for home learning such as 'Number Bags' and games	Parent survey results show that some PP families did not have regular access to online Home Learning content. In order to facilitate engagement with home learning, resources have been provided as necessary.	Home learning accessed by all pupils shown by Home Learning Journals and Home Learning records	SLT	Annually Achieved

D. Financial constraints may mean that some PP families are not able to provide the broad range of experiences and enrichment opportunities	Provide breakfast clubs and fund attendance for disadvantaged or vulnerable pupils	This provides a location for social and emotional learning as well as a balanced nutritional breakfast.	PP children accessing relevant enrichment activities alongside their peers, demonstrated through participation rates	SLT/ Designated teacher	Annually Achieved
	Provide enhanced access to after-school provision for targeted pupils by increasing the number of opportunities available	We feel that the ethos of the school is built upon team and individual learning behaviour skills that enable the children to access their learning in a calm and intelligent manner; providing equal provision to enrichment opportunities supports the development of the whole child.			
	To ensure that all children are able to attend the off site visits by subsidising these				
Total budgeted cost					£18 930

Current attainment (To be completed July 2021)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths	No published data available due to lack of standardised testing this year. Tracking data held internally.	
% making expected progress in reading		
% making expected progress in writing		
% making expected progress in mathematics		