

Pupil Premium Strategy Statement: Langrish Primary School 2019 / 2020

1. Summary information					
Financial Year	2019/20	Total PP budget	£19,260	Date of most recent PP Review	Sept 2019
Total number of pupils	208	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 2020

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
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	Home learning accessed and completed by all pupils. Parents and carers attending consultation meetings in school.
D.	All children to have equal access to the full range of experiences and enrichment opportunities	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: Two additional qualified teachers to be employed for three days a week to support identified children as part of focus group teaching.	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. This is reflected within the SDP.	Ongoing staff appraisal, pupil conferencing, Pupil Progress Meetings, book scrutiny and learning walks. Continuing engagement with parents and other stakeholders including link governors.	SLT	Annually

Additional Details following Review:

Due to the COVID lockdown, the formal collection of data was suspended. However, up until February half term, the programme of focus groups and personalised pupil conferencing were regularly timetabled with an additional member of staff (Mrs. Rawlings) taking a lead in these groups. A personalised learning programme was put into place for two pupils who, although have closed their learning gaps, have not made 'more than expected progress'. These particular pupils were prioritised for coming in to Langrish from lockdown onwards in order for their daily routine and their learning to continue. Staff appraisal continues to be a proactive process with staff having ownership of their CPD through joint discussions with SLT and subject leads.

The above outcomes will remain in place for another year and will be reviewed at the end of each term. This is because PP children may be amongst those adversely affected by the COVID crisis and so may need individual learning programmes in order to catch up. The next plan will be annotated to reflect such adaptations.

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
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
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
D. Financial constraints may mean that some PP families are not	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

able to provide the broad range of experiences and enrichment opportunities	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				
Additional Details following Review:					
<p>Due to the COVID lockdown, much of this targeted support was suspended, but subsequently replaced with other priorities due to the urgency of the renewed Government guidance.</p> <p>All PP children were invited in to school from the start of lockdown (March 2020). For those who chose not to return to site, enhanced communication channels were put in to place which included class teachers speaking to the children directly at least once a week to check on their learning, but also their mental health and well-being. Additional assistance was also offered to the parents of PP children who were finding the times challenging such as applications for the local food bank or accessing local charity support for mental health or bereavement services.</p> <p>Funds were still spent during the latter part of the academic year on providing clothing and school supplies for certain families. Funds were also spent on PP children coming to Breakfast Club to ensure that they started the day with a meal and a chance for an informal catch up with their teachers and peers.</p> <p>All PP children had either a hot meal at school, food parcels sent home or food vouchers emailed to the families. This in itself was an immense task which took much time due to the national software not being fit for purpose.</p> <p>All PP children were in school by July with the exception of one who was being home schooled away from Petersfield. There were no incidents of poor or challenging behaviour with all pupils adapting to the new routines and bubbles structure very well.</p>					
Total budgeted cost					£19,260

Current attainment (To be completed July 2020)		
Due to the COVID crisis, all national data tests for the Summer were suspended along with the phonics check and multiplication check.	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths		
% making expected progress in reading		
% making expected progress in writing		
% making expected progress in mathematics		