

Langford Village Primary School Pupil Premium Strategy Statement

2020/2021

1. Summary information 2020/2021						
School	Langford Village Primary School					
Academic Year	2020/2021	Total PP Budget	31,035	Date of most recent PP review	09/2020	
Total number of pupils	445	Number of pupils eligible for PP	21	Date for next internal review of this strategy	09/2021	
FSM: 16	Service: 6	Adopted: 3	Ever 6: 4	EYPP: 4	Total: 33	

2. Current attainment		
Results are for 2019/2020	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving expected standard in Reading, Writing and Maths	There is no data for 2019/2020 due to COVID	
Progress in Reading		
Progress in Maths		
Progress in Writing		

3. Barriers to future attainment (for pupils eligible for PP, all abilities)	
A.	Low entry starting points in Nursery and Reception. Lower levels in EYPP/PP Pupils than for other pupils. Pre-school attainment tends to be lower and can slow progress through Nursery/Reception.
B.	SEND and PP combined and with learning difficulties can create an additional barrier to learning and future attainment.
C.	Mental health and well-being, low mood and parental engagement and make it difficult for children to develop resilience and problem solving skills, giving up easily without the support.
External barriers (issues which require action outside school, such as low attendance)	
D.	Social and emotional health/well-being – lack of support at home e.g. reading, homework, limited vocabulary etc.
E.	Early language development – limited socialisation, vocabulary or conversation within the home.

F.	Low attendance or lateness rates of PP children.	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	All PP children to make expected or good progress in reading, writing and maths.	PP children reach ARE in reading, writing, maths, in line with the non PP children across the school.
B.	Increase the number of PP children working at ARE or above ARE in reading, writing, maths.	Increase the number of PP working at ARE and above. Close the gap between PP children and other non PP children.
C.	Develop and improve spoken and written language skills for PP children in Reception Classes.	PP children to achieve GLD in line with non PP children. ELG in line with non PP children for Communication and Language, reading and writing.
D.	Increase attendance and lateness rates for PP children.	PP children to attend at national average rates of 95%.
E.	Ensure enhanced enrichment opportunities for PP children in line with non PP children's backgrounds.	PP children to engage in same enrichment opportunities and experience in line with their peers from non-disadvantaged backgrounds.

5. Planned Expenditure					
Academic year	2020/2021				
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?
Closing the gap between PP children and non PP children.	Small group intervention in reading, writing and maths. Nurture and Mental Health support as required.	Pupil progress meetings evidence that through first quality teaching disadvantaged children achieve the same outcomes as those who are not PP.	Pupil progress reports. Termly monitoring and assessment. Classroom observations. Whole school/staff CPD.	SLT	Summer 2021
Increase the number of children who	Intervention and booster sessions for learners at risk of	Small group focused booster/intervention groups can	Intervention support. Intervention record of impact.	SLT	Summer 2021

achieve end of Key Stage ARE.	underachieving. Raise attainment and achievement across the school for PP children.	close the gap between PP and non PP children.	Quality first teaching consistently in all classrooms.		
Disadvantaged children to achieve ARE end of year targets.	Raise attainment across the school for PP children with identified SEN. Booster/specified and focused intervention groups e.g. Spirals	This enables focused children to build stringer cognition skills and learning strategies.	Intervention records of impact. Monitoring termly assessments. Classroom observations.	SLT	Termly
To maintain Phonic Screening at national levels.	Quality first teaching of phonics from EYFS. Intervention/booster groups across the school to close the gap.	To raise CLL through S&L programmes or support from SALT. To increase children's spoken language opportunities. To provide high quality resources and teaching that supports the development of language and communication from EYFS and across the school.	Classroom observations. Case studies and EYFS training updates. Pupil progress meetings.	SLT	Termly Summer2021

Total budgeted £16,000

ii. Targeted support

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?
Ensure that each PP children are accessing the curriculum in a meaningful way.	Quality first teaching, targeted TA support to children in whole class, group and where necessary 1:1 learning environments.	Supporting learning where possible within the class to ensure each child accesses quality first teaching. Additional support and interventions planned for where children are needing to close the gap and boost their skills in reading, writing and maths. Look at children that are both SEN and PP.	Cornerstones Curriculum. Use of home learning tools. Classroom observations. Planned intervention and impact records.	SLT	Termly

Engagement of reluctant PP learners.	Fostering positive relationships between the staff and PP children, learning mentor and family engagement.	Children benefit from good role models and need to build their trust in the adults they learn with. Learning mentor and nurture time is also effective.	Learning mentor. Home school links. Nurture support. MHSTs referrals.	SLT	Termly
100% Year 6 PP children to achieve ARE. 66% Year 6 PP children to achieve above ARE.	To be taught in groups to enhance needed learning support.	Challenge more able PP children. Target key cohort groups including boys and PP/SEN.	Pupil progress. Classroom observations. Phase leader monitoring. Whole staff CPD. Intervention record of impact.	SLT	Termly
Total budgeted					£8,000

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?
Greater coordination and communication between home and school to positively impact on learning in the classroom.	Pastoral Team to support children and families.	A coordinated approach to learning between home and school.	Meetings arranged regularly for the families of children who are PP/SEN. Learning Mentor records. Observations. HNP meetings.	SLT	Termly Summer 2021
To support social and emotional good health for our children within the school environment.	Learning Mentor/Nurture support. Pastoral Team support for families. Breakfast and After School Club. After School Clubs. Residential trips once COVID allows for Y6.	Learning mentor sessions contained strands of Social and Emotional Development, focusing on turn taking, listening and positive reinforcement of other children. After school provision of clubs supports physical and mental well-being. Pastoral Team enables teachers to focus on quality first teaching	Pastoral Team Meetings. Regular review of families needing additional support.	SLT	Termly Summer 2021

		while pastoral issues with families are supported.			
Total budgeted					£8,000

6. Review of expenditure (schools closed to most pupils from March to June due to COVID)				
Previous Academic Year		2019/2020		
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	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
PP pupils in EYFS/KS1 and KS2 make good progress in reading, writing and maths.	Staff training. Additional staff to support basic skills, interventions and nurture.	Additional staff have allowed for small group teaching to take place. Staff training in SEN/interventions and recording of impact on both PP and non PP children can be shown. (COVID restricted many outcomes).	PP children working alongside non PP children had an impact. PP groups being successful mainly for first quality teaching, teaching interventions and 1:1 nurture support.	£11,000
ii. Targeted support				
Year 5/6 PP children attain at ARE in SATs	Intervention and targeted teaching group work in RWM.	PP children made good progress based on their starting points and where data could be measured due to COVID.	Continue to provide well-planned intervention and teaching group work. Linking the intervention to SEN work where there is PP/SEN children.	£6,000
iii. Other approaches				
Improved wellbeing and mental health support for PP children.	Learning Mentor. MHSTs referral. Attendance and lateness support.	PP children supported in school. Mental Health Action Plan targeting the need within school. Improved attendance/lateness with support from Learning mentor. Family support via Learning mentor.	Some families still difficult to engage in the support. Mental Health Action Plan outlined new and focused support for mental health and well-being.	£8,000