

## Langford Village Primary School Pupil Premium Strategy September 2018

<b>1. Summary information 2017-2018</b>					
<b>School</b>	Langford Village Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP Budget</b>	33,967	<b>Date of most recent PP review</b>	09/17
<b>Total number of pupils</b>	462	<b>Number of pupils eligible for PP</b>	19	<b>Date for next internal review of this strategy</b>	07/18
FSM: 6	Ever 6: 8	Service: 2	Adopted: 3	EYPP: 0	
<b>2. Current attainment</b>					
Based on 2016 Key Stage 2 Results			Pupil eligible for PP (Your School)		
<b>% achieving expected standard in Reading, Writing and Maths</b>			70%		
<b>% achieving expected standard in Reading</b>			50%		
<b>% achieving expected standard in Maths</b>			66.7%		
<b>% achieving expected standard in Writing</b>			16.7%		

<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Low stating points (in EYFS entry and final assessment)
<b>B.</b>	Low levels of oral language (in EYFS entry and final assessment and/or EAL)
<b>C.</b>	Late entry to the school
<b>External barriers</b> (issues which require action outside school, such as low attendance)	
<b>D.</b>	Social and emotional health/well-being
<b>E.</b>	Early language development
<b>F.</b>	Attendance/late

Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
<b>A.</b>	All PP children to achieve expected in Reading, Writing and Maths	PP children reach ARE in RWM
<b>B.</b>	All PP children to arrive in class by 8.55am	All PP pupils on time everyday
<b>C.</b>	All PP children to be speaking age appropriately by the start of Reception	Foundation entry data indicates PP children are ARE on entry.

### 3. Review of expenditure 2017-2018

Previous Academic Year	2017-2018 (£33,967)
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#### 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
All teachers to be fully aware of PP children information, targets and strategies for successful learning.	Child profiles are updates every half term. Transfer/progress meetings.	Information, strategies and targets are communicated to new teachers at transfer times. Progress if PP children to be regularly monitored. QFT at the fore front of all children's learning.	Continue to use profiles to track the children, interventions and data, across their school life.	£2K
Greater coordination and communication between home and school to positively impact on learning in the classroom.	Home school link worker and SENCO involved with families.	A coordinated approach to learning between home and school.	Meetings arranged regularly for the families of children who receive SEN support, and home school link worker support worked well.	£7K
To support social and emotional good	Learning mentor sessions	Sessions contained strands of Social and Emotional	Learning mentor liaising and giving feedback on PSED sessions.	£8K

health for our children within the school environment.	appropriate to each individual's needs.	Development, focusing on turn taking, listening and positive reinforcement of other children.		
All children to have a sufficient level of spoken language prior to starting school.	Extra language support to be given where needed through EYFS	To promote quality pre-school spoken language and positive attitudes to school and learning.	Provide proven interventions and work with the home setting.  EAL Coordinator to support EAL children.	£2K
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Ensure that each PP child is 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 literacy and mathematics. Look at children that are both SEN and PP.	This approach will continue to ensure access fully to the curriculum. Needs another year to embed this process.	£5K
Engagement of reluctant PP learners.	Fostering positive relationships between the staff and PP children,	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.	Continue to use learning mentor to ensure that we engage reluctant learners.	£5

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Support for parents of PP children	Support with Breakfast and After School club/Home School Link Worker/Hot chocolate club	To create a calm start to the day. To build trust and support for PP parents.	Meeting and discussion with parents in how the school is able to support them a strong area and to fully embed in 2016-2017	£3K
Enrichment for PP children	Offer the opportunity for PP children to experience a full range of school run clubs and trips.	A broad range of experiences to enrich their education.	Liaising between parents, clubs and leaders to ensure all parents receive the relevant letters and costing support. Worked well.	£2K

<b>1. Summary information 2018-2019</b>					
<b>School</b>	Langford Village Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP Budget</b>	47,606	<b>Date of most recent PP review</b>	09/18
<b>Total number of pupils</b>	462	<b>Number of pupils eligible for PP</b>	24	<b>Date for next internal review of this strategy</b>	7/19
FSM: 3	Ever 6: 11	Service: 3	Adopted: 1	EYPP: 0	

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>					
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)					
<b>A.</b>	Low starting points (in EYFS entry and final assessment)				
<b>B.</b>	Low levels of oral language (in EYFS entry and final assessment and/or EAL)				
<b>C.</b>	Late entry to the school				
<b>External barriers</b> (issues which require action outside school, such as low attendance)					
<b>D.</b>	Social and emotional health/well-being				
<b>E.</b>	Early language development				
<b>F.</b>	Attendance/late				
<b>3. Desired outcomes</b> (Desired outcomes and how they will be measured)				<b>Success criteria</b>	
<b>A.</b>	All PP children to achieve expected in Reading, Writing and Maths			PP children reach ARE in RWM	
<b>B.</b>	All PP children to arrive in class by 8.55am			All PP pupils on time everyday	
<b>C.</b>	All PP children to be speaking age appropriately by the start of Reception			Foundation entry data indicates PP children are ARE on entry.	
<b>4. Planned expenditure 2018-2019</b>					
<b>Academic Year</b>		2018-2019			
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.					
<b>i. Quality of teaching for all</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>
All teachers to know PP children information, targets	Child profiles are updates every half term.	To ensure that the information, strategies and targets are communicated to new	The progress meetings are written in to the monitoring cycle for	PP Coordinator/ Headteacher/ Deputy Head	Termly PP staff meeting to update staff. PP child profiles reviewed every half term.

and strategies for successful learning.	Transfer/progress meetings.	teachers at transfer times. Progress if PP children to be regularly monitored. QFT at the fore front of all children's learning.	the school academic year.		
Fully embed a greater coordination and communication between home and school to positively impact on learning in the classroom.	Home school link worker and SENCO involved with families.	To foster a coordinated approach to learning between home and school.	Meetings will be arranged regularly for the families of children who receive SEN support, and home school link worker support.	PP Coordinator /HT/DH/ SENCO/ Learning mentor/ Home school link worker	Termly up to July 2019
To support social and emotional good health for our children within the school environment.	Learning mentor sessions appropriate to each individual's needs.	The sessions will contain strands of Social and Emotional Development, focusing on turn taking, listening and positive reinforcement of other children.	Learning mentor will liaise and feedback on PSED sessions.	Learning mentor/ PP Coordinator	Termly up to July 2019
All children to have a sufficient level of spoken language prior to starting school.	Extra language support to be given where needed through EYFS	To promote quality pre-school spoken language and positive attitudes o school and learning.	Provide proven interventions and work with the home setting.  EAL Coordinator to support EAL children.	PP Coordinator	Termly up to July 2018

<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>
Ensure that each PP child is 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.	To support 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 literacy and mathematics. Look at children that are both SEN and PP.	SENCO and PP Coordinator to oversee interventions. All teachers keep intervention records and impact they have made. Ensure that TAs are trained and equipped to deliver interventions.	SENCO/ PP Coordinator.	Termly until July 2019
Ensure the engagement of reluctant PP learners.	Fostering positive relationships between the staff and PP children,	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.	Close communication between TA, class teachers, SENCO and SMT.	PP Coordinator.	Termly until July 2019

<b>iii. 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>
Regular and rigorous support for parents of PP children	Support with Breakfast and After School club/Home School Link Worker/Hot chocolate club	To help create a calm start to the day. To build trust and support for PP parents.	Meeting and discussion with parents in how the school is able to support them.	PP Coordinator	July 2019
Enrichment for PP children	Offer the opportunity for PP children to experience a full range of school run clubs and trips.	To offer a broad range of experiences to enrich their education.	Liaising between parents, clubs and leaders to ensure all parents receive the relevant letters and costing support.	PP Coordinator	July 2018