



Pupil Premium Strategy Statement 2017 - 2018

1. Summary Information					
School	Longney CE Primary Academy				
Academic Year	2017/18	Total PP budget	£15 120	Date of most recent PP review	January 2018
Total number of pupils	104	Number of Pupils eligible for PP	13	Date for next internal review of this strategy	January 2019

2. Current Attainment				
	Pupils eligible for PP : 2		All Pupils (national average disadvantaged)	Sufficient progress is at least:
% achieving at least ARE (RWM)	0		61%	
Average Progress Scores in reading	-2.42 (confidence -11.04 to +6.21)		+0.33	-1.1
Average Progress Scores in writing	-4.20 (confidence -12.58 to +4.18)		+0.17	-0.1
Average Progress Scores in maths	-3.05 (confidence -10.84 to +4.75)		+0.28	-3.1

3. Barriers to future attainment (for eligible for PP including high ability)	
In School barriers (issues to be addressed in school , such as poor oral language skills)	
A	Accelerated progress for pupils who joined the school below national expectations
B	Social skill and emotional difficulties have impacted on the academic achievement of a group of pupils
External barriers (issues which also require action outside school, such as low attendance rates)	
C	Support at home/low expectations
D	Attendance

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Improve reading, writing and maths skills for pupils eligible for PP in KS2 through additional reading sessions, maths intervention so pupils achieve in line with non-pp pupils	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. PP children make better progress in reading so that their writing is influenced by this Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.Pupils eligible for PP in
B	Provide support for pupils through the school counsellor. To give parents the opportunity to engage and work in partnership with the school. The children express their feelings and emotions through sand play therapy and social skills sessions.	Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. Concentration levels are increased and pupils are able to cope with the demands of the curriculum
C	To give parents the opportunity to engage and work in partnership with the school through initiatives such as AfA structured conversations, parent information evenings, phone calls etc.	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
D	The attendance of PP children improves	Work with families to help them understand the importance of good attendance whilst understanding their reasons for non- attendance. Attendance for the children is in line with national at 96%

5. Planned Expenditure					
Academic Year		2017-18			
The three headings below allow 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? How well is it being implemented? What evidence so far?	Staff Lead	When will you review implementation? WWW/ EBIs/ Next steps
a) Difference between PP pupils and Non PP pupils is narrowed for RWM	Quality first teaching using strategies from AfA. Teaching for mastery for all pupils in maths through action research project and also to be introduced in English. Pupil progress meetings half termly will inform how the children are achieving. Children will receive extra daily reading. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Growth mindset/successful learning strategies explores Close monitoring of reading progress using PM Benchmarking to ensure accelerated progress to move pupils in line with expectations	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support). EEF research shows that lower attaining pupils may gain more from mastery approach than high attaining students, by as much as one or two months' progress. Pupils need to know that certain behaviours will enhance their academic achievement. When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Meta cognition and self-regulation approaches shown to have high impact especially for low achieving pupils (evidenced in EEF toolkit)	Pupil progress meetings will review intervention given and progress made. (October, December, March and July) Moderation for all year group with cluster led by external consultant October and March, moderation with DGAT colleagues KS1 and 2 x 2 per year; moderation with QLC schools for all year groups x 2 per year Impact sheets from interventions. CPD: Action research project maths 2016 – 18, English assessment and planning using mastery approach Teacher working with consultant on English teaching and learning Drop ins will show books are celebrated and phonics is being used as a spelling strategy.	All staff	Learning walks/observations with external consultant x3 per year minimum; Cluster moderation with consultant Peer coaching Spring term; Pupil progress meetings Oct, Dec, March July Daily through informal discussions with teachers and TAs. TA meetings 1 every other week to discuss impact of interventions, CPD etc. TA CPD with AfA coach

b) Enjoyment and well-being is supported.	<p>PHSE lessons are regular Circle time etc. Successful Learners project encourages all pupils to talk and explore their comfort zone and challenge zone. GCFC to provide mentor for upper KS2 pupils Story Links programme with external advisor Breakfast and after school club for targeted pupils School counsellor to work with individual pupils, small groups and provide parental support</p>	<p>Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. Successful Learners helps pupils understand that it is ok to get things wrong and accept challenge therefore increasing resilience. Nurture group and counselling to support pupils been shown to have a positive impact on pupils' mental health and on their readiness to learn. DFE Feb 2016 Support from parents leads to more positive engagement GCFC to provide mentor for upper KS2 pupils.</p>	<p>Monitoring teachers' planning to ensure they are delivering the Pink SOW for PSHE; Liaise with school counsellor - impact reports Healthy School Award – interventions, pupils voice, parental surveys Two TAs trained to lead Nurture Group – Boxall profile <i>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</i> <i>Monitor attendance and use early intervention strategies to ensure all pupils are available for all learning opportunities.</i></p>	<p>PH Class teachers TAs School counsellor GCFC coaches</p>	<p>Weekly with School counsellor, termly report on pupil. Note of visit from external consultant.</p>
c) Opportunity to experience and enjoy wider world learning	<p>Embed provision of quality play during the day and access to Forest School. Extra curricular activities such as trip to Nature in Art, Young Voices, residential, swimming,. Funding for breakfast and after school club to help social skill development, readiness to learn at start of day</p>	<p>This project will allow children to learn to take risks, take responsibility for their decisions and learn in a different environment. To provide learning through a variety of different mediums, using specialists and real life experiences that will develop a deeper understanding and ability to empathise.</p>	<p>. GCFC – mentor particularly for Y6 pupil who is passionate about football Pantomime, Young Voices concert to give experiences that would not otherwise access.</p>	<p>Class Teachers/ Nurture Provision/ Subject Leaders</p>	<p>Through pupil progress meetings every term. Being outdoors takes away barrier of classroom. Enabling same experiences ensure feeling of group and belonging.</p>
Total budgeted cost					£10,000

(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? How well is it being implemented? What evidence so far?	Staff Lead	When will you review implementation? WWW/ EBIs/ Next steps
a) Difference between PP pupils and Non PP pupils is narrowed for RWM	<p>Class teachers will meet with parents of PP pupils through AfA structured conversations. These meetings will allow 30 minutes for discussion of progress and appropriate targets.</p> <p>Quality first teaching, immediate feedback and early help interventions eg/ teacher led rapid response sessions, word processing with spell check for immediate feedback, daily touch type practice, specialised support (Nessy programme, , Fizzy)</p> <p>1:1 Tuition</p>	<p>Parental engagement will encourage support at home and full understanding of pupil's need. Strategies for helping pupils at home can be shared.</p> <p>Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. To provide extra support to achieve high attainment. Small group interventions with highly qualified staff have shown to be effective (John Hattie/ EEF Toolkit).</p>	<p>Monitor parental engagement with meeting; support with targets; homework.</p> <p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Interventions include: same day maths intervention time provided every afternoon; 1:1 tutoring support for specific pupils, Workshark, numbershark, Project X, Precision Monitoring</p> <p>Engage with parents and pupils before interventions begin to address any concerns or questions as well as supporting best practice for home learning support.</p>	PH/LP and class teachers	<p>3 times per year</p> <p>Through pupil progress meetings every 6 weeks</p> <p>Bullet point what is having an impact, adjustments needed for greater impact and therefore next steps.</p>
a) Enjoyment and well-being is supported	<p>Working with our school counsellor and in Nurture group also helps them explore these feelings. Nurture provision (including Breakfast Club) with qualified staff</p>	<p>Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work. Our school counsellor can give</p>	<p>Liaise with school counsellor and nurture group leaders</p> <p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p>	PH, Nurture TAs, School Counsellor	<p>Every 6 weeks through school counsellor report</p> <p>Evaluation of PSHE teaching</p> <p>PALS and Story Links impact evaluation</p>

	for eligible pupils; Employment of school counsellor to support families and children with a wide range of problems and working with external agencies to provide high level intervention PALS social skills programme; Story Links	tailored, individual intervention to help pupils handle their emotions and develop their social skills. Nurture group helps to reinforce this. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Engage with parents and pupils before interventions begin to address any concerns or questions. . Inviting targeted children to attend Breakfast Club to allow early visibility of difficult days.		
b) Opportunity to experience and enjoy wider world learning	Providing quality play during the day and access to Forest School. Continue with Daily Mile. Set up activities for lunchtime to support quality play Include active learning opportunities within the curriculum Payment for activities so pupils can access a wide range of experiences along with peers	This project will allow children to learn to take risks, take responsibility for their decisions and learn in a different environment. Creates an inclusive environment where all pupils can access what the school offers which builds confidence and aspiration Some students have difficulty accessing certain areas of the curriculum through lack of first-hand experience or knowledge. By providing experiences we hope to improve empathy and depth of understanding.	Pupil voice, observation of behaviours, impact of progress. Attendance at clubs Ensure identification of target pupils is transparent and monitored. Engage with parents and pupils before interventions begin to address any concerns or questions.	PH, LP, JP	March 2017
Total budgeted cost					£2900
(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?

a) Enjoyment and well-being is supported	Achievement for All including structured conversations with all AFA children, many PP	To raise attainment of the most vulnerable pupils through a wider understanding of the pupils likes, dislikes, and aspirations	Ensure identification of target pupils is transparent and monitored. Engage with parents and pupils before interventions begin to address any concerns or questions.	Inclusion manager	3 times per year: Oct 2017, Feb 2018 & May 2018 But review when necessary
b) Increased attendance rates for pupils eligible for PP	HT to ensure engagement with families who have poor attendance. Awards are given to children who have 'good' attendance. Achievement for All including structured conversations with all AFA children, many PP. Breakfast Club & Nurture Provision	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered. Improve attainment for children by improving attendance. (NFER briefing for school leaders identified this as a key step)	Attendance will be monitored half termly. Any absence will be addressed immediately. HT will build a relationship with targeted families. HT will attend Traveller Network meetings Ensure identification of target pupils is transparent and monitored (Daily registers & Pupil Progress Meetings) Engage with parents and pupils before interventions begin to address any concerns or questions.		Ongoing
Total budgeted cost					£1820

Previous Academic Year		2016-17
Desired Outcome	Chosen action/ approach	Impact and Next Steps
<p>a) Difference between PP pupils and Non PP pupils is narrowed for RWM</p>	<p>Quality first teaching used strategies from AfA. Pupil progress meetings half termly tracked how the children were achieving. Assemblies and lessons shared with the children the purposeful learning and behaviours for learning. Close monitoring of reading progress using PM Benchmarking ensured accelerated progress to move pupils in line with expectations</p> <p>Successful Learners project encourages all pupils to talk and explore their comfort zone and challenge zone.</p>	<p>Responsive and focused intervention ensured all pupils access quality first teaching and misconceptions were addressed immediately. As a result 10 /11 PP pupils have made expected or better progress from their starting point.</p> <p>Impact intervention recording sheets and pupil progress meetings monitor progress, this ensured the interventions were continuously meeting pupils' needs. Daily reading intervention has been implemented and as a result data from PM Benchmark assessment shows that all pupils made progress in reading.</p> <p>Ensure all new staff are up to date with AfA strategies.</p> <p>Time for Pupil Progress Meetings with TAs present to ensure TAs take responsibility for progress along with class teacher.</p> <p>To regularly monitor and discuss in meetings the learning behaviour characters and how they will be used to support pupils' learning.</p>
<p>b) Enjoyment and well-being is supported</p>	<p>Rapid response intervention and pre-teaching Learning Behaviour/growth mind-set work including mathematical mastery action research Regular PHSE lessons including Circle time etc. Successful Learners project encourages all pupils to talk and explore their comfort zone and challenge School counsellor available for pupils with any barriers to learning</p>	<p>Numbers of pupils seeing counsellor has reduced in Autumn 2017 as early intervention has been successful. PP pupils have been given additional opportunity to work on their emotional and social difficulties and as a result, behaviour management has been successful. This is evidenced through learning walks. Continue training to ensure all new staff are up to date with AfA strategies. Ensure time/resources are allocated to enable Pupil Progress Meetings with teachers and TAs so everyone is aware of their accountability and responsibility to pupil progress.</p>

		To continue to work with the learning behaviour characters and embed how they will be used to support pupils' attitude to learning.
c) Opportunity to experience and enjoy wider world learning	To provide quality play during the day (which = 20% of school day) Forest School to provide curriculum learning outside of the classroom to develop higher engagement with the curriculum and when back in class.	Forest School has proved a very valuable part of our curriculum. A range of pupils have shown increased resilience, social and emotional behaviours which had been identified as a barrier to learning. This is evidenced through learning walks where engagement across the curriculum is evidenced. The access to quality play has had an impact on behaviour after lunchtimes with less incidents to sort out at the end of lunchtime. Pupil Voice shows the engagement and motivation these projects have enabled – Pupil Play survey.
Targeted Support		
Desired Outcome	Chosen action/ approach	Impact and Next Steps
a) Difference between PP pupils and Non PP pupils is narrowed for RWM	Rapid response intervention Intervention such as Project X where need assessed as accelerated progress Children will receive extra daily reading with a TA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Class teachers will meet with parents of PP pupils through AfA structured conversations. These meetings will allow 30 minutes for discussion of progress, appropriate targets and importance of participating in clubs and events.	Responsive and focused intervention ensured all pupils access quality first teaching and misconceptions were addressed immediately. As a result all PP pupils have made good progress from their starting point. Regular monitoring through pupil voice, data etc. to ensure these pupils are being heard every day. 100% parental engagement in AfA structured conversation meetings. Due to this high level of engagement, % of pupils met their personal targets Due to increased understanding and positive relationship with parents, pupil premium pupils are fully included in extra- curricular activities – club record data. Ensure time/resources are allocated to enable Pupil Progress Meetings with teachers and TAs so everyone is

		<p>aware of their accountability and responsibility to pupil progress.</p> <p>To continue to work with the learning behaviour characters and embed how they will be used to support pupils' attitude to learning.</p>
<p>b) Opportunity to experience and enjoy wider world learning Enjoyment and well-being is supported</p>	<p>Providing quality play during the day and Access to Forest School enabled pupil premium pupils, especially those with emotional and social difficulties, to access learning in a different environment Ensure lifts to matches and events are organised so this does not prevent participation in extra- curricular activities. Working with our school counsellor and in Nurture group also helps them explore these feelings. School counsellor Pastoral support from TA Daily Mile</p>	<p>Forest School has proved a very valuable part of our curriculum. A range of pupils have achieved above expectations whilst in this environment and the access to quality play has had a positive impact on behaviour at lunchtimes with less time spent by staff having to sort out incidents.</p> <p>Numbers of pupils seeing counsellor has reduced in Autumn 2017 as early intervention has been successful. PP pupils have been given additional opportunity to work on their emotional and social difficulties and as a result, behaviour management has been successful. This is evidenced through learning walks and progress data. Continue to be aware of the possibility that the organisation may be a barrier. Due to increased understanding and positive relationship with parents, pupil premium pupils are fully included in extra- curricular activities – club record data.</p>
<p>c) Increased attendance rates for pupils eligible for PP</p>	<p>Built relationship with one particular family and ensure full understanding of importance of attendance with parental expectation of attendance to be at 100% excepting illness.</p> <p>High level of attendance for % of PP pupils</p>	<p>Continue to build relationship with these families and continue to monitor attendance closely</p> <p>Continue to give attendance a high priority</p>
<p>Total Budget Spent</p>	<p>£16,200</p>	