

Longlands Primary Pupil Premium Strategy 2020-2021

1. Summary information					
School	Longlands Primary School				
Academic Year	2020/2021	Total PP budget	141,225.00	Date of most recent PP Review	
Total number of pupils	198	Number of pupils eligible for PP	116 – 60%	Date for next internal review of this strategy	

KS1 Attainment for: 2018/2019 the most up to date validated figures for DP outcomes	School ALL	Pupils eligible for PP	Gap	Nat DP
achieving expected standard or above in reading, writing and maths	57.7	47,1	- 2.7	49.8
% achieving expected standard or above in reading	80.8	82.4	+ 20.5	61.8
% achieving expected standard or above in writing	76.9	76.5	+ 21.8	54.7
% achieving expected standard or above in maths	65.4	52.9	- 9.3	62.2

KS2 Attainment for: 2018/2019	School ALL	Pupils eligible for PP	Gap	Nat DP	School Non DP	Nat Non DP
achieving expected standard or above in reading, writing and maths	68.9	71.4	+ 20.1	51.3	66.7	70.8
% achieving expected standard or above in reading	75.6	76.2	+ 14.4	62.0	75.0	78.1
% achieving expected standard or above in writing	77.8	90.5	+22.7	67.3	66.7	83.2
% achieving expected standard or above in maths	82.2	76.2	+ 8.9	67.3	87.5	83.7
% achieving expected standard or above in GPS	84.4	90.5	+23.2	67.3	79.2	82.5
achieving a high standard in reading, writing and maths		0	- 4,6	4.6	12.5	13.1
% achieving a high standard in reading		19,0	+ 2.2	16.8	20.8	31.4
% achieving expected GD writing		4.8	-6.5	11.2	12.5	24.0
% achieving expected standard maths		19.0	+3.6	15.5	25.0	31.4

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% achieving expected standard EGPS		38.1	+ 13.8	24.3	45.8	40.6
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1. Barriers to future attainment (for pupils eligible for Pupil Premium funding, including high ability)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A	Disadvantaged pupils' limited general spoken vocabulary and experience of quality reading materials has an impact on reading fluency and comprehension, both orally and when using formal written modes.		
B	Disproportionate number of DP requiring speech and language input / therapies in EYFS and Y1 classes that impacts on phonics acquisition and early reading and writing.		
C	Gap in attainment of boys in reading compared to girls in school and boys nationally which impacts disproportionately on boys in receipt of PP .		
D	The portion of DP pupils achieving AHS in each of reading, writing and maths.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
E	To close the achievement gap in maths attainment between DP and non-DP pupils in school.		
2. Desired outcomes			
	Desired outcomes	Success criteria	
A.	Improve the accuracy and fluency of children's oral communication in EYFS.	DP in EYFS meet their flight path progress target each half term for CLL / R & W	
	The gap between DP pupils and Non - DP in school remains closed in both CLL, reading and writing.	The gap between DP and non DP in both COMM, Reading and Writing remains closed as in 2019	
	DP pupils in EYFS achieve national GLD or above	74 % achieve a Good Level of Development (GLD).	

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	To provide a whole school strategy and training for staff to ensure that the teaching of vocabulary is more precise so that progress in reading and writing improves	Baseline and exit data for DP pupils will show an improvement in vocabulary acquisition and an increase in the pupils' ability to use the vocabulary in their speech, reading and written work.	
B	100% of PP children involved in S&L interventions make at least 50% improvement on their original Speech and Language baseline scores.	Proportion of PP children in requiring S&L intervention will reduce in EYFS 50% by the end of the summer term and no interventions will be required by the time pupils enter Y2.	
C	Focus on reducing the gap in reading between boys and girls with a specific focus on boys in receipt of PP.	Vocabulary intervention entry and exit data and Pillar drop data will indicate that disadvantaged boys are making good progress against their reading targets and that the gap is beginning to close between DP and OP in reading in all classes.	
D	A higher percentage of DP pupils achieve a higher standard in each of reading, writing and maths and in combined by the end of KS1 and KS2	Through careful tracking, targeted intervention and Catch Up funding strategies, by the end of KS1 and KS1, a higher proportion of DP achieve the higher standard in each of reading, writing and maths.	
E	To ensure that the deficit gap, caused by lockdown, is addressed in maths in order to continue to close the gap in attainment in maths DP and non- DP pupils in school.	Intervention data and Pillar data will show that NCETM Maths Mastery Teaching strategies and targeted on the day interventions are having a positive impact on the attainment of DP in maths across the school.	

Rationale

DP pupils make up over half the pupils that attend the school. The school strategy is sharply focused is placed on raising the attainment and progress of all key groups in school.

There is a trend of rising improvement in both the progress and attainment of DP throughout school.

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DP in KS1 do well and on average for both reading and writing achieve 20% + higher than DP nationally in 2019. In maths however, DP performed 10% below the national average for 2019. DP combined percentage is 2.8 % below that of national DP and 17.8 % below national All.

DP outperformed national DP in all subjects for both achievement at the expected standard and greater depth with the exception of GD writing. DP outperformed All pupils not disadvantaged in each of reading, writing and GPS.

In addition, the strategy recognises the importance of meeting the specific needs of DP and removing barriers to their progress at school. Therefore, the strategy also includes a number of bespoke projects targeted at removing the identified barriers to their future attainment.

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Academic year	2022/2021				
Quality of teaching for all					
Desired outcome	Chosen action / approach	Success Criteria	Actions and Implementation	Staff lead	When and how will you review implementation?
A Continue to improve the accuracy and fluency of children's oral communication.	Word Aware Programme	Pupils' spoken vocabulary will be extended. Pupil's skills of understanding, organising and using language will improve. Pupil's Learning Behaviours relating to language use will improve. A significant proportion of pupils make accelerated progress from their CLL baseline and achieve expected in CLL.	Train EYFS teacher in Stoke Speaks Out programme and purchase materials Baseline all EYFS pupils using the Stoke Speaks Out baseline intervention. 2 adults to deliver the programme 4 sessions per week for 32 weeks. Review in February, May and July	NL	Autumn 1 November 2020 Review February 2021, May 2021 and July.
	Active vocabulary teaching approach (based on Word Aware 2) to the teaching and learning of 20 two-tiered age appropriate vocabulary words	Children will use more explicit two - tiered vocabulary to express themselves and communicate effectively both in their oral and written language. An expectation that pupils will articulate well and to answer in full sentences (EYFS and KS1).	Staff meeting to train teachers in the Word Aware Approach to the teaching of 2- tiered vocabulary. Baseline pupils on the 20 words on entry then on exit. Staff meeting/ drop ins /video clips of to share good practice across the school Ensure pupils are exposed to a range of different strategies to improve vocabulary: Time to talk sessions Talk and 'play' sessions Helicopter stories in EYFS – Y1 Sharing and talking about books	ZC/ NL	Training Autumn 2 Pillar drops March and June. Pupil voice interviews, recordings of pupil discussions / story-telling / book talk activities will illustrate an improvement in children's ability to use ambitious vocabulary to articulate with coherence and clarity both in their oral communication and when talking about their learning.

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			<p>Role play / Drama</p> <p>Vocabulary walls / space to draw and write</p>	<p>Book Looks each half term will evidence that there is a progression and improvement in pupils' ability to use vocabulary to express their ideas and thinking more effectively in the written form.</p> <p>Reading tests will show an increase pupils accuracy in answering vocabulary questions.</p>
			<p>Stoke Speaks Out programme</p> <p>Word Aware Training and implementation</p> <p>Manual</p>	<p>12.50 x 5 x 2 x 32 - £4000</p> <p>12.50 x 5 x 7 x 32 - £ 14000</p> <p>£43</p>
			<p>Total budgeted cost</p>	<p>£18 043</p>

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	Chosen action/approach	Success Criteria	Actions and Implementation	Staff lead	When and how will you review implementation?
B Provide early speech and language intervention and therapies in order to improve speech production, phonics and early reading and writing.	Pupils will receive daily speech and language interventions with staff qualified in the Elklan Speech and Language Support approach	100% of pupils identified as having speech and language difficulties in EYFS will achieve GLD in Communication, Language and Literacy Pupils in Y1 who did not achieve GLD for reading and writing in EYFS will pass the Phonics Screening Check at the end of Y1	EYFS and Y1 teachers and all TAs trained in Elklan Speech and Language support. Baseline using Stoke Speaks Out Speech and Language Test Re test termly.	JS	Baseline November 2020 Retest in February, May and July 2021
Staff cost for interventions					12.50 x 5 x 3 x 39 £ 7312
Total budgeted cost					£7312
C Focus on reducing deficit gap and the gap between boys and girls in reading in each cohort with a	Engender an ethos of enjoyment of reading	Boys will read with more frequency and engagement Boys will have wider access to multi-media texts to increase the amount and	Purchase more boy friendly reading scheme materials Purchase more phonically decodable books to match pupils' reading levels garden, Social Farm and FS projects	LH/ZC	Autumn 2 Autumn 1

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particular focus on boys in receipt of PP		type of reading they engage in.	Purchase Bug Club Phonics and Bug Club Independent E- books		
			Purchase reading material for outside reading area based around the Eco Purchase sporting heroes and a variety of sports Create a Reading Garden in the allotment area as an extension of the library where pupils can go to read at break and lunch times. Purchase a shed to house books safely	GH ZC/ GH GH	Autumn 1 2020 Spring 2 2021
	Further strengthen modelled and paired reading approaches with the focus on reading aloud, increasing confidence, stamina, understanding and fluency.	Pupils comprehension will be aided by hearing text modelled and read allowed by an adult. Pupils will read the text several times to help improve stamina, confidence, fluency and deepen understanding	Deep dives will show that modelled, paired and whole class reading approaches are of high quality and DP are making good progress against their targets in the lesson Monitoring of reading data will highlight that the deficit gap in reading, particularly for DP boys, is rapidly closing.	ZC/LH//NL ZC/LH/NL	Deep Dive Autumn 2 Spring 2 March
	Roll out Y3 Reading Domains Pilot in Y4 5 and 6	Pupils will become increasingly adept at analysing what skills the various types of reading comprehension questions require and will be able to	Revisit Reading Domains training Book looks at each half term to focus on the quality of questioning and responses to the different reading domain questions and pupil progress over time.	ZC/CR/ LH	Autumn 2 Half termly

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		answer written questions with a great degree of accuracy.			
	Roll out RWI strategies in Y1	The Teaching of phonics, reading and writing will mirror that of EYFS in order for pupils for smooth transition and seamless teaching and learning	Train Y1 teacher in RWI approach Co-coach Y1 teacher (first term)	ZC	September 2020
	Improve phonological awareness and acquisition	85% of PP children will achieve the expected standard in the Year 1 and Year 2 phonics test. Of the Year 2 PP children who did not achieve the expected standard in Y1 phonics test 67 % will achieve the expected standard at Year 2 (Only 3 pupils in Y1 who did not pass)	Refresh and re-train staff in the delivery of the RWI phonics programme Train all staff and TAs in Precision Teaching in order to improve phonic acquisition and retention	ZC	Track phonic scores 6 x a year Precision Teaching for identified pupils to be taught for 15mins 5 x a week and each daily test plotted and recorded to ensure progress in phonological acquisition and retention of phonic knowledge.
	Deliver 1-1 Catch Up literacy programme to lower 20% of readers	RA will improve by at least 6m as a result of a termly intervention	Catch Up Literacy is to become each TA's Leadership target for appraisal	JM	Track reading age score from Pillar 1 to 2 for progress

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	Purchase Bug Club Phonics	EBooks	£450
	Purchase Bug Club for help with home reading		£925
	Purchase texts for Reading Garden	Highlighted Texts	£1000
	Create Reading Garden for reading at playtime and lunchtime	Materials / Shed Benches and seating	£1000
	Reading scheme books		£2000
	Reading Domains Training	£ 12.50 X 2 x 40 x 3	£3000
	RWI phonics interventions time	Interventions	£12.50 x 2.5 x 7 x 39 £8 500
	Co-coaching RWI		£1000
	CPD improving reading environments and enhancing the reading curriculum	Staff Time	(25 x 5 x 14) £25 x 10 x 3
			£1750 £750
		Total Budgeted Cost	£20 375

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Desired outcome	Chosen action/approach	Success Criteria	Actions and Implementation	Staff lead	When and how will you review implementation?
D A higher percentage of DP pupils achieve a higher standard in each of reading, writing and maths by the end of KS1 and KS2	READING (See C above)				
	WRITING To ensure that clear writing sequences (based on the writing journey) are structured and taught. Children will develop appropriate skills which build to a high-quality writing outcome for every unit taught. To strengthen teacher's confidence and accuracy when assessing writing, especially in Y1,3,4 and 5.	Children will develop meta-cognition strategies in order to become independent at applying skills taught when composing, drafting, editing and presenting their written work. More DP pupils will reach a higher standard in each cohort.	Staff meeting on new Writing Journey Half Termly book looks to establish whether there is high quality teaching and rapid progress Writing Deep Dive to focus on the progress and attainment of HA DP pupils	KC	Training Autumn1 Writing Deep Dive Autumn 2 with a focus on DP pupils Pillar drops March and June. Pupil voice interviews will show pupils can articulate their writing journey and talk about their learning. Book Looks each half term will evidence that there is a progression and improvement in pupils' ability to use vocabulary to express their ideas and thinking more effectively in the written form. Assessed writing samples will show that pupils are independently applying skills and using ambitious vocabulary in their writing.
	MATHS All blocks of learning will provide challenge and opportunities for pupils to apply knowledge and skills at a higher level.	Pupils will access a high level of challenge in each unit so that they can independently demonstrate problem solving and reasoning skills during and away from the learning.	Staff training to identify opportunities for activities that involve higher-level problem-solving skills and ensure they are explicitly planned into the teaching sequence. Half Termly book looks to establish whether there is sufficient challenge and DP pupils are making progress in order to close any deficit gap.	SM	Spring 1 2021

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			Maths Deep Dive to focus on the progress and attainment of DP pupils, particularly the previously identified HA pupils.		Autumn 2 2020
	Focused work on gap analysis with Maths Mastery Teacher (particularly with HA DP pupils who a falling behind) to inform next step teaching and interventions.	Pupils identified as 'falling behind' will make accelerated progress.	Half termly pupil progress meetings for HA DP pupils who are identified as falling behind the target of AHS. Maths Mastery Teacher to work with teachers identify gaps in maths attainment for HA DP and plan targeted interventions to improve progress.	SM	Autumn 2
Staff Training Staff Training Staff Training Cover for Deep Dives 9 days in total Total Budget					£25 x 10 x 3 £25 x 10 x 3 £25 x 10 x 3 £25 x 18 x 2 £3 150
					£750 £750 £750 £900

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Improve parental engagement of parents of Pupil Premium children.	Raise the profile of reading for enjoyment		Initial reading survey Run events to encourage dads to attend school events <ul style="list-style-type: none"> ○ Lads' and dads' football - time to share football programmes and football annuals ○ Forest School – sharing books of choice around the camp fire ○ Reading Cafes ○ Open Library events – Refreshments and cosy up with a book. ○ Summer Reading Garden events 		
	Parents of EYFS pupils invited in weekly to share a best piece of work with their child. Parents of EYFS and KS1 pupils invited to attend weekly Drop Everything And Read sessions	An increasing number of parents attend subsequent sessions. Feedback from parents indicates that sessions are helpful in supporting their children's learning and progress at school.	Parents observe a teacher-led session, work alongside their child on related activities and have the opportunity to attend an informal discussion session after the workshop.	NL	Monitor attendance at each workshop. Attitudinal survey about parental experience and what they might like to see in future workshops.
	Employ a Family FT Support Worker	Engage 'hard to reach' families and work with families in need.		ZC	
			Family Support Worker Solihull Update Training Total budgeted cost		£20,317 £720 £21, 067
Breakfast Clubs	Breakfast Club for DP	Ensure basic, social and emotional needs are meet		Staff Cost Resources	£3700 £1000

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After School Club	Wrap around care	Subsidised provision for DP	<p style="text-align: right;">Staff Cost</p> <p style="text-align: right;">25 x 3 x 5 x 39 = £14,600</p> <p style="text-align: right;">£18400</p> <p style="text-align: right;">Total budgeted cost</p>		
Provide 'on the day' interventions	Implement 'on the day' Interventions for groups and individual pupils (all classes) to ensure that all pupils (particularly DP) have mastered the key knowledge, skills & understanding at the end of each day's teaching.	Pupils will close gaps in learning and master key knowledge, skills and understanding on the day. All teaching, learning and assessment to be judged at least good with 40% achieving an outstanding judgement From their different starting points disadvantaged pupils are making at least expected progress and 30% making more than expected progress. Disadvantaged pupils' attainment will be in line with the achievement of other pupils both in school and nationally.	Implementation of daily in-class intervention, 1-1 and groups Level 3 TAs in all classes in pm (2 hours per afternoon @ £10 x8 classes /staff x5 days x44 weeks)	ZC	What impact have interventions had (Analysis of baseline and final assessment outcomes) Are gaps between DP and other closing both in school and nationally?
			Interventions		<p>£12.50 x 6 x 8 x 30 (TAs) = £18000</p> <p>£37 x 1 x 8 x 30(Ts) = £5,550</p> <p style="text-align: right;">£23 500</p>
Total budgeted cost					£23 500

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To provide an enriched curriculum	No Worries Interventions	Pupils mental health and well - being will improve	Run 6 groups throughout the year to support identified DP.	JT / RM / SW	Impact measured by pupil baseline survey to end-line measure. Dec, Feb, May
Create Eco Area and Allotment	Allow pupils to develop a wider skill set and improve confidence / wellbeing	Pupils mental health and well - being will improve	Pupils will be given access to the Eco area and allotment during planned lessons but also at play, lunch and after school hours	GH	Survey as above
Increase the number of visits and visitors	To ensure that pupils have memorable learning experiences	Pupils will have access to an enriched range of learning experiences from which to draw upon. Pupils' vocabulary will be extended.	All pupils will visit a place of worship on an annual basis All pupils will have the opportunity to perform at a theatre and watch a theatre production. All pupils will visit a cinema All pupils will be involved in dance workshops All pupils will have access to an author remotely	SM	What impact does this have on enabling pupils to understand the context of their theme? Do the real-life experiences impact on pupil's ability to produce coherent pieces of writing?
Music Specialist to enhance curriculum provision and opportunities	To allow pupils to develop musical skills and self confidence	Pupils will have access to music lessons from a specialist and opportunities to learn to play instruments and perform in concerts and choirs	All pupils will access a good quality music curriculum and have opportunities to explore talents in music and performing	GAB	Impact measured by tracking attainment in music Tracking number of DP pupils playing an instrument and performing in choir/ shows
Outdoor Adventure (Arthog outreach)	To develop pupils' collaborative learning experiences; including problem solving, discussion and reflective thinking skills	Pupils will practise their collaborative skills in a variety of contexts Pupils will have the opportunity to exercise problem solving skills.	Subsidised Arthog outreach places for all pupils to support their learning linked to the class theme Subsidise transport for outdoor education and visits	ZC	Pupil conferencing What impact does the experience of Arthog Outreach have on the quality of outcomes for pupils? What do pupils say about Arthog outreach? What impact do they think it has on their learning?

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Subsidise trips to enable access to DP pupils	To increase the frequency of real context learning experiences	Pupils will have access to more concrete experiences with which to base their learning upon.	All pupils will have at least 4 visits per year to enrich the chosen curriculum area Pupils will attend a variety of sporting events and competitions.	ZC	What impact does this have on enabling pupils to understand the context of their theme? Do the real - life experiences impact on pupil's ability to produce coherent pieces of writing?																														
DP access more extra-curricular activities and clubs	Subsidise sports and after school clubs for DP Sports Holiday Club	Increase the opportunities for DP to access the wider curriculum	All DP will access at least one club or A/S activity.	LH / ZC	Compare % of DP pupils attending clubs against 2018 figure.																														
Spare School Uniform and shoes Subsidise uniform when necessary	Provide spare uniform for each year group	DP have correct uniform at all times	All DP access to uniform	ZC																															
Subsidise PE kit to enable all pupils to participate in PE / sports activities	Provide spare PE kit in each phase	DP access PE on all occasions	All children have the opportunity to participate in PE at all times	LH /GH	All DP pupils will do 2 hours of PE a week and participate in school sports competitions																														
					<table> <tr> <td>No Worries</td> <td></td> <td>£2000</td> </tr> <tr> <td>Eco Garden</td> <td></td> <td>£5000</td> </tr> <tr> <td>Buses for Trips</td> <td>£300 x 6 x 7</td> <td>£12600</td> </tr> <tr> <td>Specialist Music Teacher</td> <td>190 x 19</td> <td>£3610</td> </tr> <tr> <td>Clubs</td> <td>£31 x 60</td> <td>£1860</td> </tr> <tr> <td>Holiday club</td> <td>£ 108 x 39</td> <td>£4200</td> </tr> <tr> <td>PE Kits</td> <td>£2.50 x 3 x 103</td> <td>£772</td> </tr> <tr> <td>School uniform</td> <td>£5 x 60 x 2</td> <td>£600</td> </tr> <tr> <td>Total Budgeted Cost</td> <td>£5 x 103</td> <td>£515</td> </tr> <tr> <td></td> <td>£10 x 103</td> <td>£1030</td> </tr> </table>	No Worries		£2000	Eco Garden		£5000	Buses for Trips	£300 x 6 x 7	£12600	Specialist Music Teacher	190 x 19	£3610	Clubs	£31 x 60	£1860	Holiday club	£ 108 x 39	£4200	PE Kits	£2.50 x 3 x 103	£772	School uniform	£5 x 60 x 2	£600	Total Budgeted Cost	£5 x 103	£515		£10 x 103	£1030
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Pupil Premium Funding					£32 187																														

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	Total projected expenditure £126 759.043
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The remaining £5240.957 will be allocated to resource/ training needs that are identified during the year as a response to the school's ongoing moderation schedule.