

Pupil premium strategy statement

1. Summary information					
School	Langenhoe Community Primary School				
Academic Year	2016/7	Total PP budget	£15280	Date of most recent PP Review	Oct 2016
Total number of pupils	143	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Spring term 2017

2. Current attainment End of KS2			
	<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (or national average)</i>
% achieving ARE or above in reading, writing & maths	33%	20%	53%
progress in reading	-0.49	-6.04	0.49
progress in writing	-0.94	-5.58	2.09
progress in maths	-2.68	-5.26	-2.19

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Attainment and progress in mathematics. Data shows that the school needs to develop its practice.	
B.	Resilience and attitudes to learning	
C.	Responding to marking and feedback continues to be developed to raise all standards	
D.	To increase progress in reading.	
External barriers		
D.	Parental involvement and in some cases attendance.	
4. Desired outcomes		Success criteria
A.	PP children will make ARE in mathematics	PP children are ARE at the end of the year.

B.	PP children will have individualised plans addressing their individual needs	All PP children have made progress against their individual targets.
C.	Parents of PP children will have increased involvement in their child's learning	Parents are aware how the school is addressing the needs of their child.
D.	Children will make rapid progress as they respond to high quality marking and feedback	Children will make rapid progress.

5. Planned expenditure

Academic year	2016-2017
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The three headings below demonstrate how we 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 we ensure it is implemented well?	Staff lead	When will we review implementation?
To increase the attainment of PP pupils in mathematics	Staff CPD Lesson Study	PP children are making slower progress in mathematics than in other areas. Further CPD with an aim to consistently deliver outstanding, high quality and appropriately pitched lessons.	Use additional hours and INSET to deliver staff training. Numeracy lead to feedback and share good practice Lesson study where teachers team plan and teach to model effective practice.	Numeracy Lead and ADHT	Jan 2017
To improve the quality of marking and feedback	Staff CPD	Some of the PPG will be used to develop marking and feedback. The EEF Toolkit suggests high quality feedback is a highly effective way to improve attainment.	Rigorous monitoring timetable is to be introduced and books scrutinised and evaluated to ensure marking and feedback is being followed up by the pupils.	HT and ADHT	Jan 2017
To improve boys reading and writing.	Books for boys bought for classrooms and library.	Reading is known to improve writing.	LSA to research and buy books for the school library and for use at home aimed at boys. LSA to run a reading group for boys.	LSA	July 2017
Total budgeted cost					£7,500

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
To develop resilience and a learning culture.	Targeted children to attend courses at TLA which specialise in such approaches. Learning mentors. CPD on Growth Mind-set. CPD on meta cognition and self -regulation	These courses have proven to be of benefit in others schools. Learning mentors are effective in raising attainment according to the EEF Toolkit. Meta cognition and self- regulation, EEF toolkit suggests this is one of the most effective strategies.	A member of staff to accompany the pupils and evaluate provision and note any results. Teacher and ADHT to meet half termly to review the individual PP plans. PP governor to meet with ADHT.	ADHT	Jan 2017
To improve attainment for individual PP pupils.	Individual PP plans are developed alongside teachers. 1:1 tuition Class development plans identify interventions, Attendance checks Enrichment opportunities	Small group interventions with highly qualified staff have been shown to be effective (Visible learning by J.Hatie and EEF Toolkit)	1:1 tuition by an outside teacher who tailors the learning to the gaps monitored by ADHT. Time to laise with class teachers ½ termly on the interventions and provision and its impact. Class development plans reviewed termly with HT in PM reviews. HT to liaise with parents regarding attendance.	HT and Class teachers and ADHT	Jan 2017
Total budgeted cost					£5500
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
To increase parental involvement.	PP individualised plans to be shared with parents. Books to be bought for additional provision at home.	The EEF Toolkit states that significant gains can be achieved from parental engagement and participation.	Parent will be invited into school and the PP plans discussed and monies targeted accordingly. Governors monitoring half termly to ensure these are being delivered.	CT and PP lead	July 2017

To give the pupil more ownership of their learning.	PP pupils to meet with CTs and discuss barriers and concerns they have and to be part of their individualised PP Plan. Use of the Growth mindset.	Meta cognition and self- regulation provide the greatest improvement according to the EEF Toolkit.	Pupils will be interviewed ½ termly by the PP lead and consulted on their view and improvements.	PP Lead	July 2017
Total budgeted cost					£ 3000

6. Review of expenditure				
Previous Academic Year 2015/6				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To embed the Assertive mentoring programme	CPD on AMP	Mixed The children did have close analysis of the gaps in their learning and this was useful in mathematics but the reading and writing programmes were too complicated and time consuming to be of any real effect.	The staff became more familiar with the new curriculum and it provided starting points for learning. However children were taught at the stage they were on rather than to ARE. It is now to be used in Grammar and mathematics and as a diagnostic and assessment system to feed into planning.	£1600

To develop a whole school marking and feedback policy adhered to by all.	CPD Stamps	high The staff developed a marking system based on the use of a stamp to guide feedback.	The stamp was successful in many classes and is now used to guide feedback from the teacher. Children now need to be acting on the feedback and staff allowing time to do so. This will be continued this year.	£2700
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
To introduce individual PP plans	To identify an individual's barriers to learning	A sample of children were given individual plans. They did receive additional teaching and resources targeted to their needs.	The plans provided a robust system for the monitoring of provision and attainments and progress. They also allowed for targeted support to be made available and funding accounted for. This is to be rolled out for all PP pupils in Autumn 2016.	£1000
1:1 tuition	To provide individualised high quality support.	Medium The children who received the support did make good progress in one year.	To develop this further by targeting the younger children rather than just years 5/6.	£3200

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
To provide social and emotional support.	counselling and therapy and nurture group	High Children became more settled in class and behaviour improved. This was evident in books and lesson observations.	To be continued but with the therapy linked closely to the individuals barriers. There is no requirement for a nurture group this year. A qualified member of staff (behaviour therapist) is to be deployed in strategic classroom to support PP pupils social and emotional development.	£12000

Enrichment	The PP children were able to access all enrichment and sporting activities enhancing their cultural capital.	High All children were given the same opportunities and after school clubs.	We believe it is important that children are able to have the same life chances as others and benefit from cultural and sporting experiences academically and socially. This will be continued	£2700
Learning Mentors	Some PP children were assigned learning mentors to help them deal with the challenges they faced in learning and socialising.	Medium/High The children who had learning mentors made good progress and became more learning focussed as the year progressed.	The quality of the relationships was generally good however the individuals need to be matched closely for this to have maximum impact. To be continued where it is felt an appropriate strategy for the individual's needs.	£2340

7. Additional detail