

Pupil premium strategy statement

1. Summary information					
School	Langenhoe Community Primary School				
Academic Year	2017/8	Total PP budget	£9400	Date of most recent PP Review	September 2017
Total number of pupils	145	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Spring term 2018

2. Current attainment End of KS2			
	<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving ARE or above in reading, writing & maths	70%	50%	60%
reading	80%	100%	80%
writing	65%	60%	80%
maths	80%	50%	90%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Reading and writing attainment for boys (from current year group analysis)
B.	Resilience and attitudes to learning
C.	Responding to marking and feedback continues to be developed to standards for all
D.	To accelerate progress in writing.
External barriers	
D.	Attendance.

4. Desired outcomes		Success criteria
A.	PP children will make ARE or above in reading	PP children are ARE or above at the end of the
B.	PP children will make ARE or above in writing	PPG children will make ARE or above
C.	Attendance for PPG pupils will improve.	PPG children will have greater attendance. PPG children will make ARE or diminish the difference.
D.	Children will make rapid progress as they respond to high quality marking and feedback	PPG children make ARE and above at the end of key stages.

5. Planned expenditure					
Academic year		2017-2018			
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 writing	Staff CPD Lesson Study Write Away intervention for teacher and LSA	PP children are making slower progress in writing 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. Literacy lead to feedback and share good practice Lesson study where teachers team plan and teach to model effective practice.	Literacy Lead	Dec 2017
To improve the quality of marking and feedback	Staff CPD Write Away intervention for teacher and LSA	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 (to include Books and Biscuits) scrutinised and evaluated to ensure marking and feedback is being followed up by the pupils.	HT and DHT	Oct 2017

To improve attainment for boys.	Books for boys bought for classrooms and library. More boy friendly whole class texts and approaches.	Reading is known to improve writing. Boys tend to be more motivated to write if it has some relevance and purpose to them.	LSA to run a reading group for boys. Literacy LTP has been recently developed and a focus on at least 2 boy friendly texts included.	Literacy lead	Dec 2017
---------------------------------	--	---	---	---------------	----------

Total budgeted cost £4000

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 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 PPG lead to meet half termly to review the individual PP plans. PP governor to meet with PPG lead	PPG lead	Jan 2018
To improve attainment for individual PP pupils.	Individual PP plans are developed alongside teachers. 1:1 tuition 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 a teacher who tailors the learning to the gaps monitored by PPG lead. Time to laisse with class teachers ½ termly on the interventions and provision and its impact. Progress of PPG pupils reviewed ½ termly with HT in PM reviews. HT to liaise with parents regarding attendance.	HT and Class teachers and PPG lead	Jan 2018

Total budgeted cost £3000

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 termly to ensure these are being delivered.	CT and PP lead	July 2018
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 2018
To improve attendance for some pupils.	Meet with parents and discuss attendance and the effect on the pupil learning.	The EEF Toolkit states that significant gains can be achieved from parental engagement and participation.	PP lead to conduct parent teacher consultations with targeted pupils.		
Total budgeted cost					£ 2500

6. Review of expenditure				
Previous Academic Year 2016/7				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To increase the attainment of PP pupils in mathematics	CPD Lesson Study	High	The high quality staff CPD and partnership with another school proved very successful and numeracy attainment at the end of KS2 increased from 38% to 80%. The staff now have a good knowledge of ARE and lessons are tailored accordingly.	£4000
To further develop effective marking and feedback To improve boys reading and writing	CPD Stamps Books bought for targeted classrooms.	Medium The staff developed a marking system which is simple and easier for the children to understand. Medium The books were read by the targeted children.	Although the stamp previously used provided a clear framework for feedback it was overly complex in design and was confusing for younger and less able children. In interviews with the children they commented on how they enjoyed the texts bought and many were reading the whole series/ more of the same genre. Those pupils are now making greater progress.	£1000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
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-	High Attainment of the PPG pupils at the end of KS2 was higher and some achieved above projected.	The Growth Mind Set approach is to be adopted by the whole school especially in KS1.	£1000

To improve attainment for individual PP pupils.	Individual PP plans are developed alongside teachers. 1:1 tuition Class development plans identify	Medium All children had individual plans targeted support and funding.	In some cases this worked well and funding went directly to the pupil for their specified need. In future these are to be reviewed ½ termly to ensure progress in being closely monitored and any actions followed through.	£7000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
To increase parental involvement.	PP individualised plans to be shared with parents. Books to be bought for additional provision at home.	Medium Some parents were more involved than others.	All staff must share the plans in parent consultations, especially where attendance issues are concerned as attainment was marred by this issue in some cases.	£500
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 mind-set.	Medium Consultation time was limited due to constraints on time.	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. The Growth Mind set was used in some classrooms. This will be continued and funding given to allow for the consultations. PPG lead to conduct these.	£1500

