

# Long Toft Primary School: Pupil Premium Expenditure Report 2018-19

1. Summary information					
School	Long Toft Primary				
Academic Year	2018/19	Total PP budget	£237,600	Date of most recent PP Review	May 2018
Total number of pupils	300	Number of pupils eligible for PP	135	Date for next internal review of this strategy	January 2019

2. Current attainment				
	Pupils eligible for disadvantaged funding		Pupils not eligible for disadvantaged funding	
% achieving good level of development in FS2	50%		60%	
% achieving expected standard at end of Key Stage 1	Reading	72% (17% GD)	Reading	47% (24% GD)
	Writing	64% (8% GD)	Writing	65% (12% GD)
	Maths	76% (16% GD)	Maths	94% (12% GD)
% passing phonics screening at Y1	68%		67%	
% passing phonics screening at Y2 (re-sits)	86%		83%	
Pupils achieving expected standard at end of KS2				
% achieving at least the expected standard at the end of Key Stage 2	Reading	81% (13% GD)	Reading	78% (4% GD)
	Writing	81% (0% GD)	Writing	55% (7% GD)
	Maths	69% (13% GD)	Maths	85% (4% GD)
% achieving at least the expected standard in English Grammar, Spelling and Punctuation	81% (19% GD)		85% (22%GD)	

3. Barriers to future attainment (for pupils eligible for PP)		
A.	Attendance and punctuality/lateness – children missing sessions or inputs to sessions, resulting in an unsettled start to the day.	
B.	Addressing of pupils’ social and emotional needs.	
C.	Quality of teaching needs to continue to improve in order to ensure pupils’ needs are met.	
D.	Behaviour needs to continue to improve in order to ensure pupils’ needs are met.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	The low aspirations of families within the community mean that parents and carers do not always see the value of school and education.	
F.	Levels of parental engagement.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
	Improve rates of progress and raise attainment for PP pupils.	PP pupils make good progress in line with PP pupils nationally in reading, writing and mathematics. Narrowing of any gaps in attainment.
	Improve % of outstanding teaching across school, ensuring all teaching remains at least consistently good.	Observations, scrutiny and moderation demonstrates good or better practice in all teaching (with an increasing % outstanding).
	Improve attendance for PP pupils.	Reduction in late arrivals and persistent absentees among PP pupils so that attendance is at least in line with non PP pupils (96%).
	Improve parent/carers engagement.	Parents are more actively involved in school life and in their children’s progress and achievement.

## 5. Planned expenditure

Academic year

2018/19

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice/success criteria	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve progress in reading for PP pupils and reduce the gap in attainment against national expectations.	Additional reading support (VR) Enhance teacher skills through in-house CPD. Whole class approach to teaching reading (consistent across school). Early study support.	Evidence – Non-PP pupils out performing PP pupils by 3% across school (a reduction of 2% on previous year)  Improvement in phonics and application of phonics in reading. Children will develop understanding of text and improve comprehension skills. Develop stamina for reading and continue to improve vocabulary skills (making links with writing). Improvement in quality texts selected for pupils to enhance engagement and participation. Use of RWI in KS2 to extend benefits seen for pupils working significantly below expected.	Establish new effective assessment to accurately identify strengths and weaknesses in individual children's reading. On-going moderation of individual pupil progress. Monitoring the teaching of reading and evaluation of CDP Liaison with Inclusion Team to evaluate effectiveness of interventions implemented.	SB SLT	Termly
Improve progress in writing for PP pupils and reduce the gap in attainment against national expectations.	Improve teacher knowledge of teaching of writing through quality CDP and coaching. Whole school approach to teaching of writing vocabulary. Continue use of writing portfolios. Early study support. Continue drive to embed SPaG teaching in contextualised quality first teaching – monitoring of implementation across all year phases.	Evidence – Non-PP pupils out performing PP pupils by 4% which is an 11% decrease on last year).  Improvement in writing outcomes. Writing shows evidence of GPS skills. Evidence of transfer of reading skills/vocabulary building in writing. Portfolios show progress across the year. Planning shows contextualised planning for teaching of SPaG through improved quality texts and stimuli.	Monitoring of teaching (English focus in Autumn Term). Feedback shared with staff to ensure staff understand elements of good/outstanding practice. Learning walks to monitor classroom environment in relation to resources to support writing. Pupil progress meetings. Monitoring of planning. Book scrutiny Pupil/staff voice.	SB SLT	Termly (ongoing use of portfolios)

<p>Improve progress in maths for PP pupils and reduce the gap in attainment against national expectations.</p>	<p>Skills based approach to planning. Flexible groupings to target timely interventions. Skills based success criteria. Medals based approach to allow pupils to make choices in their learning. Early study support. Implementation of earlier CPD in delivering core number lessons and cross curricular maths lessons (topic maths) for themed areas.</p>	<p>Evidence – Non-PP pupils out performing PP pupils by 6% (increase of 4% from last year).</p> <p>Pupils more confidence in maths work. Increased levels of accuracy and skills in applying maths knowledge in a range of contexts. Coverage of core number is more frequent and meaningful opportunities are seen through planning for topic maths.</p> <p>Teachers' planning shows evidence of teaching for mastery and extensions through depth of understanding.</p>	<p>Monitoring of planning. Observations/drop ins. Learning walks Book scrutiny Pupil/staff voice. Pupil progress meetings</p>	<p>JM SLT</p>	<p>Termly</p>
<p>Support staff are well trained and able to deliver high quality support / interventions to children across the school. Children transferring from EYFS to Year 1 are able to make progress in the new curriculum and from Year 2 to Year 3 to maintain the progress in the new key stage. PP children are making further progress to diminish the differences between themselves and their peers.</p>	<p>Use of support staff leadership team to coordinate associate staff team.</p> <p>Support staff given opportunities to visit other areas of school to ensure consistency of approach and to support transitions.</p> <p>Support staff leading quality, tailored provision to support pupils and close gaps in learning.</p> <p>FS/PPA support (MB)</p>	<p>Evidence – Many of our PP pupils have vulnerabilities and some social emotional difficulties that may affect their learning in a whole class setting. Use of support staff to work in focused groups and build relationships with these pupils will help meet these pupils' needs.</p> <p>PP children make good progress and attainment gap is closing/gaps in knowledge are closing.</p>	<p>Pupil progress meetings. Drop ins/observations (organised by support staff leadership team) and feedback from experience in other areas. Monitoring by senior team.</p>	<p>SSLT SLT</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>£86355</p>

<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>
Increase in use of support strategies (e.g. 1-1, intervention groups, study support etc.) to close gaps in attainment and aid good progress.	Identify and train LSAs to offer high level interventions to specific individuals or small groups of pupils to address gaps in learning (as linked above in section i). Ensure teachers target appropriate groups and plan effective intervention to meet pupils' needs Early study support in shorter bursts. LSAs paid to attend relevant training.	Evidence – previous evidence has suggested that in-house interventions have been more effective than some older published materials. In-house interventions have been tailored to meet the needs of our pupils and identify specific gaps identified during lessons, allowing timely intervention.	Pupil progress meetings Assessment tracking documents Regular checks on pupil progress to ensure progress is continuous and rapid where possible. The newly established Inclusion Team will support the monitoring effectiveness of interventions	SLT IncT SSLT	Termly (data) Ongoing (short-term use of data)
To improve and develop social, emotional and mental wellbeing of vulnerable pupils. To improve readiness for learning and remove barriers for vulnerable pupils.	Thrive screening and interventions. Access to dedicated Thrive room. Targeted Thrive interventions. Sensory area and sensory circuit. In class support. Development of friendship/relationship skills. Support to access 'high-risk' areas of the day (e.g. lunch/break). Additional lunchtime staff to engage pupils in positive activities/restorative practices. PET staff (1 x parent support, senior HLTA 1x pastoral manager) LF based in Y6 and contributing delivery of mindfulness support.	Evidence – Referrals to PET team to identify need. Thrive screening identifies pupils in need of intervention and targeted support. Behaviour logs identify pupils at risk or in need of support.  Pupils move up through the stages of the Thrive approach. Pupils access classroom environment appropriately and there are fewer barriers to learning. Mindfulness – improvement of learning behaviours and readiness for learning.	Ongoing screening and review of Thrive intervention.  Behaviour logs monitored weekly.  Impact of mindfulness evaluated by PET/SLT.	PET SLT	Half-termly Behaviour logs weekly

<p>To support pupils with additional needs with opportunities to improve their access to school and the curriculum.</p>	<p>Specific resources purchased for KM/WK/JS/AD/DM</p> <p>Additional support for breakfast clubs etc.</p> <p>Enhanced statement hours.</p>	<p>Evidence – these pupils require additional support for physical needs to access the whole curriculum.</p> <p>Good progress made by KM/WK/JS/AD/DM</p> <p>Development of social skills, promoting of relationships and raising of self-esteem.</p> <p>Allowing access in line with peers.</p>	<p>Tracking of pupils</p> <p>Updating of EHCPs.</p> <p>Track attendance to clubs etc.</p>	<p>LH SLT Inc Team</p>	<p>Termly</p>
<p>To raise standards across FS through focused interaction with adults.</p> <p>To narrow the attainment gap for FS pupils.</p>	<p>FS to receive addition support from extra staff by reducing the staff/child ratio. (EJ/CE/EM)</p>	<p>Evidence – pupils benefit from increased interaction with trained adults. Enhances pupil-led experiences.</p> <p>Attainment gap for EYPP children narrows.</p> <p>All EYPP FS children make good progress.</p>	<p>Ongoing monitoring by FS leader and team staff.</p> <p>Drop ins/observations.</p> <p>Book scrutiny (learning journey)</p>	<p>AG SLT</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>					<p>£108210</p>

<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>
To improve pupil engagement and enhance educational experiences to meet pupils' needs. Children are able to access extra-curricular activities / experiences which build their understanding of the world beyond their immediate environment.	<p>Subsidisation of transport and some visits for school trips to ensure access for all.</p> <p>Theatre groups to enhance and enrich curriculum provision and provide experiences for pupils that they otherwise may be unable to access.</p> <p>Outdoor provision (e.g. vegetable patch and wildlife areas for outdoor education). Creche facilities to allow parents to take part in adult learning experiences and encourage engagement with school.</p> <p>Music provision (recorders for Y3, music specialist teacher, Young Voices) After school clubs.</p> <p>Up to date IT equipment and IT support.</p>	<p>Evidence – some families would be unable to access out of school activities without subsidisation. Theatre visits and outdoor opportunities have been used to enhance provision and allow access to activities that otherwise may not be accessible. Outdoor experiences have been used to support parental engagement with success and have encouraged more vocational experiences.</p> <p>Experiences enhance provision and help motivate disengaged pupils. Use of outdoors encourages parental involvement and supports pupils who may struggle academically with other enriching activities. Parents who are involved in positive experiences may be more willing to engage in other aspects of school life. Music provision used to engage pupils and supports speech development. More children to be accessing choir etc. Children show more confidence and improved self-esteem. Building of family bonds through open day activities. Parents are not put in a difficult financial position when children need to access extra-curricular activities which are externally provided.</p>	<p>Parent support involvement to monitor parent engagement and involvement in activities.</p> <p>Monitor attendance of parents to engagement days.</p> <p>Track attendance on enrichment days and children accessing trips.</p> <p>Monitor attendance to clubs and after school activities.</p>	SLT PET JL	Termly
To improve levels of attendance and punctuality.	Breakfast clubs to provide before-school provision. Access to enrichment days to encourage and promote good attendance and punctuality.	<p>Evidence – persistent absentees and latecomers have an impact on educational performance and engagement with school.</p> <p>Reduction in lateness and improvement in attendance in line with national expectations.</p>	<p>Close monitoring of attendance and lateness.</p> <p>Pupil progress meetings.</p> <p>Attendance meetings.</p>	SLT, Office Team	Half termly
<b>Total budgeted cost</b>					£43035

**6. Review of expenditure**

Academic Year: \_\_\_\_\_

**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

**ii. Targeted support**

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

**iii. Other approaches**

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

**7. Additional detail**

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