

Pupil premium strategy statement (primary) 2020-21

How Langford Village Academy will be supporting pupil premium children

- We will inform all families who attract the pupil premium funding of the content of this statement and invite them to contribute to influencing the provision they receive so that it has the greatest impact on raising attainment.
- All pupil premium pupils will have their attendance monitored monthly. If it falls below 95% a member of staff will contact the family and work with them to improve attendance. Letters may be sent, monthly meetings established or EHAs commissioned.
- All Pupil Premium children are tracked. This is reviewed at least half termly. Any child at risk of not meeting their annual attainment and progress target will have specific, relevant intervention identified by the teacher in conjunction with SENDCo. Teachers will report the progress of pupil premium pupils in Maths and English to the Head through Staff meetings and half termly pupil progress meetings.
- All pupil premium pupils will be discussed thoroughly in transition between years. Specific strategies will be shared. All pupil premium pupils will be prioritised in class and interventions by their class teacher with specific strategies being recorded and monitored for impact on the provision plan.
- Pupil Premium pupils not enrolled for trips and activities will have phone calls home to ensure parents know that funds can be made available.
- All pupil premium pupils will have access to a nurture group which will focus on confidence building, social skills, vocabulary and social/emotional aspects of learning.
- Teachers will carry out some specific interventions with the children as necessary. These are reviewed for impact and change on a half termly basis
- At parents' evenings all parents are informed of how their children' pupil premium is being used and the impact it is having.
- The Principal monitors the effectiveness of the Pupil Premium spend. This is reported to Governors. Strategic spending decisions are made based on outcomes.
- The SENDCo will coordinate the provision with Teachers and Parents.
- Class Teachers will regularly assess the children's view of their own learning needs to ensure it is fully considered.

How Langford Village Academy will be supporting vulnerable children

- We will keep a register of vulnerable children. This will change regularly and will enable these children to access the same support mechanisms that are available for PP children.
- The school will monitor and track these children in the same way.
- Parents will be informed of these provisions.
- All vulnerable children will have a provision assigned and evaluated each half term.
- The SENDCo will coordinate their provision with Teachers and Parents.

Summary

- Pupil Premium children make progress at the same rates as non-pupil premium children unless they have SEND.
- We believe that all Pupil Premium children can progress as well as their peers
- Last year we provided many interventions which had a positive impact on children but it is difficult to measure confidence building and support for social and emotional problems immediately.
- Teachers are now more aware of children's prior attainment through Pupil Progress Meetings. This will ensure they plan effectively for the children to make good progress.

1. Summary information					
School	Langford Village Academy				
Academic Year	20-21	Total PP budget	£28245.00	Date of most recent PP Review	November 2020
Total number of pupils	188	Number of pupils eligible for PP	19	Date for next PP Strategy Review	November 2021

2. Evidence of school performance	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	Leaders effectively use the pupil premium funding to support disadvantaged pupils. Any barriers to learning are identified quickly and rapid intervention addresses areas of difficulty so that pupils receive appropriate help and are ready to learn. For example, targeted support in smaller teaching groups, and pastoral intervention from the family support worker. Consequently, disadvantaged pupils make good progress. They reach similar standards to the other pupils in the school and sometimes outperform them. Disadvantaged pupils are now attaining more closely to other pupils nationally.

Summary of school's performance data:	KS1 Results for 2018-19 (No results for 2019-20 due to the pandemic) 79% Reading 43% Greater Depth 67% Writing 21% Greater Depth 74% Maths 38% Greater Depth
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3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Vocabulary and oral language skills are lower for PP children than for other pupils. This affects reading and writing
B.	Disadvantaged children in school have fewer experiences outside school – reduces vocabulary, comprehension and affects writing
C.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low parental engagement/ Home Learning
E.	Attendance for some

4. Desired Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve oral language skills and vocabulary for all PP pupils throughout the school	Pupils make as much progress as other pupils.
B.	Behavioral issues addressed including those causing anxiety, attachment issues or concentration	Children able to concentrate for longer periods and persevere
C.	Increased attendance rates for PP children	96% or above, in line with other pupils.

D.		
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5. Planned expenditure					
Academic year		2020-2021			
The three headings below enable 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?	Staff lead	Review
Improved oral language skills throughout the school	<p>Staff member will support children using Elklan Training.</p> <p>Assessment Policy has been implemented to improve feedback and independent learning.</p> <p>Effective questioning to be discussed and high quality feedback.</p>	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources – high quality feedback, and open ended questioning are effective ways to improve attainment.	<p>Monitoring and evaluation cycle.</p> <p>Lesson observations and book scrutiny.</p> <p>Tracking and assessment of language development.</p>	DR RS	ongoing

Development of confidence, self-esteem, understanding of the world and vocabulary.	Develop aspirations, experience, vocabulary and interests through opportunities to go on enrichment visits and attend clubs and activities and be chosen as leaders/ambassadors.	There is a 30 million word gap at age 3 between disadvantaged children and 'educated' homes. PP children need to experience a rich variety of vocabulary and language. Children need to widen their experience through book sharing and real experiences.	Monitoring to ensure all PP children have opportunities to attend clubs and activities and go on residential and educational trips.	DR	Ongoing
Effective provisions	Review interventions and support for PP pupils. List strategies being used in Pupil Progress Meetings and on School Profile. Ensure children are ready to learn and support social and emotional issues using Nurture Group and sunshine circles.	As a good school looking to become outstanding, we want to continually review our approaches to get the maximum impact for the children.	Monitoring of provision Results	DR RS	By July 2021 but ongoing
Total budgeted cost					£28245
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?	Staff lead	Review

Individualised understanding of PP children	Discussion with parents asking about strengths and difficulties. Barriers to learning analysis completed by the class teacher and discussed with staff and parents. Transition meetings between years. Find out how they prefer to learn and plan accordingly. Find out about their hobbies and interests and ask them about them. Find out information about their context and background.	To better understand the strengths and difficulties of our PP children in order to provide specific and effective provisions.	Discuss PP pupils half termly at Pupil Progress Meetings and share good practice during staff meetings.	DR/SC	Nov 20
Individualised understanding of PP children	Detailed tracking sheets from Target Tracker so staff are aware of children's starting points and can accurately measure progress.	To have a clear understanding of PP children's starting points in order to track progress.	These should be updated termly and referred to during pupil progress meetings.	DR/SC	Oct 20
Higher parental engagement	Parents invited to contribute to their child's provision.	Teaching and learning toolkit - +3 months. Parents to be informed of their child's provision and feel they have a say on what their child will benefit from.	Discussion during parents evening	Teachers	Autumn 20
Higher parental engagement	PP provision to be discussed with parents and parents guided on how best to support their child at home.	Teaching and learning toolkit - +3 months.	Staff will be expected to discuss provision set up for PP children following pupil progress meetings.	DR/SC RS	Ongoing

Improved attendance (for some)	All PP children will have their attendance monitored monthly. If it falls below 95% a member of staff will contact the family and work with them to improve attendance. Letters may be sent, monthly meetings established or EHAs commissioned.	Improved attendance will ensure children have the best chance at making good progress.	Monitoring.	LH/SC DR	Ongoing
Total budgeted cost					£28245
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	Review
Good progress aided by effective and timely feedback	Providing feedback at the right time, with a specific purpose and desired outcome. Ensuring it is specific, accurate and clear e.g. "It was good because you...". Providing specific guidance on how to improve and not just tell students where they have gone wrong. Modelling correct work/ processes where possible and appropriate. Avoiding comparison to other pupils. Encouraging peer and self-assessment. Providing opportunities for pupils to make improvements following feedback.	Teaching and learning toolkit - Feedback studies show very high effects on learning. +8 months	Monitoring and evaluation cycle – lesson observations, book scrutiny	DR RS	Ongoing

Social and emotional support for children	Nurture provision offered to all PP children enabling children to undertake some 'Theraplay' Opportunity to share worries and to build social relationships across year groups and beyond their classes.	Previous years of success with SEM issues Belief that without these foundations for learning children will not be able to progress Children tell us it helps	Monitoring as an intervention Pupil voice Drop-ins	DR RS	Termly and on-going
Appropriate and timely intervention	Staff training and guidance of PP children benefiting from the 3 waves: Wave 1 - The effective inclusion of all children in high quality teaching & learning. Wave 2 - Additional time-limited provision in the form of small-group intervention. Wave 3 - Specific targeted interventions for identified pupils.	SEND Code of practice.	Staff training Discussions with the CD about appropriate provisions and strategies Monitoring of provisions via mapping tool. Careful and considered reviewing of provisions making alterations as and when	DR CD	Ongoing
Total budgeted cost				£28245	