

Pupil premium strategy statement

1. Summary information					
School	Long Lane Church of England Primary				
Academic Year	2017/18	Total PP budget	£7,920		
Total number of pupils	29	Number of pupils eligible for PP	3	Date for next internal review of this strategy	August 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing and maths	100%	50%
% making at least 2 levels of progress in reading	NA	NA
% making at least 2 levels of progress in writing	NA	NA
% making at least 2 levels of progress in maths	NA	NA

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low attainment on entry to Reception
B.	Lack of engagement with pre-school/transition into Reception
C.	Prior lower attainment (due to specific learning needs)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	Persistently late for school
B.	Living out of catchment
C.	Some instability in home life due to lack of support for mum

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure PP pupils continue to enjoy school and remain enthusiastic about their learning	Ensure that pupils are provided with exciting learning opportunities and that they continue to feel that they are achieving in their learning. Closely monitor pupils so that any changes in attitudes towards school can be quickly identified and addressed
B.	To ensure PP pupils who are currently on track to achieve age related end of key stage expectations continue to do so	Closely monitor daily learning and end of unit assessments Ensure appropriate challenge is provided to enable progress to be made Introduce peer mentoring
C.	To reduce the current present gap between some PP pupils and their peers	Gap in attainment to reduce through pupil making accelerated progress Progress for PP children to be equal to or greater than that of peers.

5. Planned expenditure					
Academic year		2017/18			
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. 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
To ensure PP pupils continue to enjoy school and remain enthusiastic about their learning	Provide pupils with extra opportunities in school, such as peer mentoring, roles within the classroom etc. Continue to use	This will support pupils in continuing to be motivated in attending school and applying themselves to their work through feeling valued in school.	Through inspiring teachers and close monitoring.	All staff	May 2018 – PP questionnaire evidences that pupils are happy at school.
To ensure PP pupils who are currently on track to achieve age related end of key stage expectations continue to do so	Use of HLTA to provide appropriate differentiation, including extra challenge when required, in mixed aged classroom. Daily reading practise with class teacher	High quality differentiation, led by able staff, supports pupils in making progress. Ensures pupil is regularly reading at appropriate level. Questioning from teacher deepens learning and engagement.	Regular monitoring of T&L which focuses on provision given to PP pupils and the outcomes of this provision. Regular book and data scrutiny to evaluate how well PP pupils are doing in relation to their peers of similar ability.	AHL	May 2018 – Interventions in place to support 1 pupil who has not made expected progress

To reduce the current present gap between some PP pupils and their peers	Use of HLTA to provide appropriate differentiation, in mixed aged classroom. Daily reading practise with class teacher. Intervention, including precision teaching.	Targeted support to address needs of pupil. Repetitive intervention to support retention. High quality differentiation, led by able staff, supports pupils in making progress. Ensures pupil is regularly reading at appropriate level. Questioning from teacher deepens learning and engagement.		AHL	May 2018 – Due to small number of pupils entitled to PP this is difficult to measure.
(TA intervention £2,730, Teacher 1:1 intervention £3,900, AR program £1000)					

ii.					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Higher rates of progress across K1&S2 for all pupils, including PP in reading	Accelerated Reader in school to engage pupils in reading.	Online quiz system engages pupils reading and inspires them to read suitable books. Online program also enables them to track their own progress, which is inspiring.	Monitoring and encouragement to engage in quizzes.	AHL	May 2018 – pupils making progress.
Higher rates of progress across K1&S2 for all pupils, including PP in reading	To continue to develop staff's use of and understanding for Talk for Writing strategies and build on progress made last year through further staff training.	Talk for Writing strategies are evidenced to improve pupils' vocabulary and therefore impacts writing.	Monitoring of teaching and learning, work scrutiny.	All teachers	July 2018
Total budgeted cost					£7780

6. Review of expenditure				
Previous Academic Year		2015/2016	£5,280	
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
A. Improved oral language skills in Reception which will in turn lead to improved reading and writing skills.	Regular modelled storytelling, with opportunities for pupils to join in. Talk for writing Small group targeted speech and language	Reception child achieved ELG and is on track to achieve end of KS targets.	NA due to current in take	NA
B. Improved progress of pupil premium pupils including higher attainers	Use of HLTA in both infant and junior classrooms to increase amount of teacher time within class Booster groups for Y6 pupil to extend and challenge further	PP pupils achieved higher level of development in some areas in both keys stages.	Ensure HLTA has specific time/targets to work on with identified pupils to enable good amounts of progress to be made.	£5600
C. Higher rates of progress across K1&S2 for high attaining pupils eligible for PP	Booster sessions to be planned to extend higher achieving PP	PP pupils achieved higher level of development in some areas in both keys stages.	Ensure those leading sessions on clear on specific gaps.	Teacher conducted sessions in her own time
D. Reduction in late marks	Meet with parent to discuss reasons why pupils are often late and talk about consequences to pupils' learning. Discuss what is preventing pupils from arriving on time and what the school can do to support them in making improvements.	Relationship with school improved, with parent engaging in more activities within school and after school. Late marks and attendance figures saw some improvement.	To ensure parents are informed about impact lateness and absence have in real terms in relation to learning.	None.