

Pupil premium strategy statement

1. Summary information					
School	Long Lane Church of England Primary				
Academic Year	2019/20	Total PP budget	£2,640		
Total number of pupils	35	Number of pupils eligible for PP	2	Date for next internal review of this strategy	February 2020

2a. Current attainment – Y6 July 2018 (1 pupil); July 2019 (0 pupils) therefore 2018 data has been left in		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing & maths at Y6	0%	61%
% making at least 2 levels of progress in reading (or equivalent)	100%	n/a
% making at least 2 levels of progress in writing (or equivalent)	100%	n/a
% making at least 2 levels of progress in maths (or equivalent)	0%	n/a
2b. Current attainment – Y2 July 2019 (1 pupil)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing & maths at Y2	100%	65%
% making at least expected progress in reading (or equivalent)	100%	n/a
% making at least expected progress in writing (or equivalent)	100%	n/a
% making at least expected progress in maths (or equivalent)	100%	n/a

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
This academic year there are 2 pupils eligible for PP funding.	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low prior attainment due to additional needs that create a significant barrier for learning
B.	Pupils eligible for PP have historically made slower progress than their peers.
C.	Pupils eligible for PP have less access to sports provision and enriched curriculum including before and after school clubs.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP less than other pupils causing gaps in learning.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase attainment for pupils eligible to receive PP funding and pupils with SEND who are eligible to receive PP funding to make accelerated progress over the year.	Gap in attainment to be reduced further between those pupils entitled to PP and all other pupils. Pupils eligible to receive PP funding who have SEND to make accelerated progress.
B.	Progress for pupils entitled to PP to be accelerated so the gap in attainment closes.	50% of pupils eligible to receive PP funding at ARE or better in reading, writing and maths.
C.	To provide support for the emotional, social and well-being of pupils eligible to receive PP funding.	Pupils are happy and confident learners and show resilience to tackle a range of school activities.
D.	Attendance rates for pupils eligible for PP less than other pupils.	Attendance for pupils eligible for PP to increase.

4. Planned expenditure					
Academic year	2019/20 - This academic year there are no pupils eligible for PP funding.				
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
Increase attainment for pupils eligible to receive PP funding and pupils with SEND who are eligible to receive PP funding to make accelerated progress over the year.	All teaching to be at least good. HT to monitor teaching throughout the school.	EEF Toolkit – ‘ <i>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school’s priorities.</i> ’	Lesson observations, book scrutiny, learning walks – led by TB and LA advisor. Good practice to be shared across The Acorn Federation; observing parallel classes; staff planning together. Support to be provided when a need is identified.	TB	July 2020
Total budgeted cost					£400 (4 x ½ days of supply per class)

ii.					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
To provide support for the emotional, social and well-being of pupils eligible to receive PP funding.	Support with paying for After School Club and Trips	EEF Toolkit – ‘ <i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.</i> ’	Observations of attitudes to learning and monitoring of behaviour records.	TB	July 2020
Pupils with SEND who are eligible to receive PP funding to make accelerated progress	Teacher or TA to provide targeted 1-to-1 support to accelerate progress.	EEF Toolkit – ‘ <i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Evidence also suggests tuition</i>	Half termly review of interventions for pupils eligible to receive PP funding to ensure it is accelerating progress, if it is	All staff	July 2020

Increase attainment for pupils eligible to receive PP funding.	Small class groups / teaching groups	<i>should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress.</i>	not to plan alternative interventions.		
Total budgeted cost					£2,140
i. 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	When will you review implementation?
Attendance rates for pupils eligible for PP less than other pupils.	Close monitoring (half termly) of attendance of PP pupils, followed up by letter if a cause for concern. Termly certificates to be handed out.	DfE: Supporting the attainment of disadvantaged pupils – ‘ <i>Pupils have to be in school and able to pay attention before they can access learning... Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children.</i>	Records of attendance monitoring, letters sent to parents, conversations with parents. Changes to attendance and lateness following monitoring.	KM & TB	July 2020
Total budgeted cost					£100

5. Review of expenditure				
Previous Academic Year		2018/19	£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
Progress for pupils entitled to PP to be accelerated so the gap in attainment closes.	All teaching to be at least good. HT to monitor teaching throughout the school.	Good teaching ensures all pupils make at least expected progress. Pupils entitled to PP funding have not attended the school all year and so some gaps are due to lack of evidence.	All pupils benefit from good teaching.	£400
To provide support for the emotional, social and well-being of pupils eligible to receive PP funding.	Support with paying for After School Club and Trips	Pupils arrive early for school leading to a more settled start to the day. They access a wider variety of activities so broadening their horizons.	A prompt start to the day ensures pupils are more focused from the beginning of the day.	£500
Pupils with SEND who are eligible to receive PP funding to make accelerated progress over the year.	Teacher or TA to provide targeted 1-to-1 support to accelerate progress.	Focussed interventions have helped PP pupils with SEND to access lessons. Pupils entitled to PP funding have not attended the school all year and so some gaps are due to lack of evidence.	1-to-1 support benefits all pupils who require additional support and will continue next year.	£820
Increase attainment for pupils eligible to receive PP funding.	Small class groups / teaching groups	50% of pupils entitled to PP funding achieved ARE at the end of the academic year.	Smaller class groups enable staff to focus on all pupils.	£820
Attendance rates for pupils eligible for PP less than other pupils (93% compared to 96%).	Close monitoring (half termly) of attendance of PP pupils, followed up by letter if a cause for concern. Termly certificates to be handed out.	Attendance continues to be a concern. This is a target for the current year and is also on the SIP.	Rigorous monitoring on a half termly basis will occur this year to improve this for all pupils	£50
Reduction in late arrivals at school.	Close monitoring (half termly) of attendance of PP pupils, followed up by letter if a cause for concern.	Pupils now attend breakfast club so late arrival is no longer a concern for those pupils entitled to PP funding.	Rigorous monitoring on a half termly basis will occur this year to improve this for all pupils	£50
An increased percentage of parents attending information evenings and parents' evenings	Personalised invitations to events / staff requesting date / time to meet for parents evening.	All parents of pupils entitled to PP finding attended parents' evenings. The majority of other parents also attended these evenings. Only one family was represented at the RSE information evening.	Information evenings need to be promoted further to increase overall attendance	£0