

Longhoughton CE Primary School



The Pupil Premium Strategy 2019 - 2022

Information drawn from .gov.uk website

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It's allocated for schools to:

- *improve the academic outcomes of disadvantaged pupils of all abilities*
- *close the attainment gap between disadvantaged pupils and their peers across the country*

School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.

When taking decisions on how to spend the grant we strongly encourage school leaders to consider evidence on what will have the most impact for their pupils. Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.

From September 2019 schools are encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement. This will help school leaders to:

- *take a longer view of the support the grant will provide*
- *align their plan with the wider school improvement strategy*

	Funding for financial year 2019 to 2020	Funding for financial year 2020 to 2021	Funding for financial year 2021 to 2022
<i>The amount for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years.</i>	£1,320	£1,345	£1,345
<i>The amount for any pupil identified in the January 2019 school census as having left local authority care as a result of: Adoption, a special guardianship order, a child arrangements order (previously known as a residence order), who has been in local authority care for 1 day or more, recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)</i>	£1,900	£2,345	£2,345
<i>The amount for pupils who are looked after by a local authority, and is managed by the virtual school head of the local authority that looks after the pupil</i>	£1,900	£2,345	£2,345
<i>The amount for children with a parent in the armed services</i>	£300	£310	£310

Funding for Longhoughton CE Primary School

	Pupils in school – based on January Census	FSM & Ever 6	Service	LAC/ Post LAC	Budget
2019/20	123	6 (4.8%)	66 (53.6%)	0	FSM & Ever 6 - £7,920 Service - £19,800 Total - £27,720
2020/21	110	4 (3.6%)	58 (52.7%)	0	FSM & Ever 6 - £5,380 Service - £17,980 Total - £23,360
2021/22	103	4 (3.8%)	64 (62%)	1 (0.9%)	FSM & Ever 6 - £5,380 Service - £19,840 LAC/Post LAC - £1,495* Total - £26,715

*NCC retains £850 to help pay for additional support for LAC pupils, e.g. purchase of laptops and other equipment etc.

At Longhoughton CE Primary School:

- We ensure that teaching and learning opportunities meet the needs of **all** of our pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately addressed and assessed
- We recognise that not all pupils who receive the Pupil Premium Grant will experience disadvantage at school
- We also recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium Plus. We may allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.
- Pupil Premium funding will follow identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time.

Barrier to learning/why we plan to use the allocation in this way	What we plan to do	The expected impact on our pupils	Cost per year
<p>Staffing Many of our pupils require regular, short, targeted academic or pastoral interventions in order to support them in keeping up with their peers both in the long and short term.</p>	<p>Ensure that a higher than average number teaching assistants are deployed appropriately across the school to ensure that delivery of interventions such as Talk Boost, SNIP, handwriting, additional reading/comprehension etc. are delivered effectively. The presence of teaching assistants also allows for pastoral issues to be addressed.</p>	<p>We expect that the targeted children will be supported to make progress that is at least the same as their peers despite any difficulties they may face. Vulnerable pupils will always have access to an additional adult who will support them in removing barriers to learning both pastorally and academically in order that they can reach their full potential.</p>	<p>£17,500</p>
<p>November 2020 Review Daily targeted interventions took place for all children identified by their teachers as requiring these. With additional classroom support, more children have been able to access learning and be more fully involved in whole class work. Teachers have been freed to support groups and individuals. Pupils receiving additional support have demonstrated increased independence as well as increased quality and quantity of work. With the additional support in each class, all children have been able to move on more quickly with their learning. In EY, Early TalkBoost sessions have led to improved listening and attention, improved focus and concentration allowing them to stay on task for longer periods of time. The children involved in the intervention have increased confidence and established better listening and attention behaviours such as increased eye contact and not shouting out. The children have also demonstrated an increased range of language.</p>			
<p>Mathematics Provision Many of our pupils require regular, short, targeted academic interventions in order to support them in keeping up with their peers both in the long and short term.</p>	<p>Employ trained teaching assistants to deliver 1stClass@Number for KS1 pupils and Success@Arithmetic for KS2 pupils to support children with mathematical needs.</p>	<p>We expect that the targeted children will be supported to make progress that is at least the same as their peers despite any difficulties they may face. Vulnerable pupils will always have access to an additional adult who will support them in removing barriers to learning both pastorally and academically in order that they can reach their full potential.</p>	<p>£1,200</p>
<p>November 2020 Review Prior to March 2020 (COVID19) 2 KS2 Success@Arithmetic intervention groups were operating 3 times a week for identified children. These children grew in confidence and were able to more independent in class maths lessons. In January 2020 2 TAs and the Maths lead started the face to face CPD for 1stClass@Number and a small group of Y2 children were identified to start this intervention. This work was interrupted by schools being closed to the majority of children and COVID19 restrictions.</p> <p>Autumn 2021 Review 1stClass@Number, Max's Marvellous Maths & Success@Arithmetic have been used as intervention for maths and have supported narrowing the gap for most children. 3 x Y2 children completed the intervention before moving onto Max's Marvellous Maths. This has supported narrowing the gap. 6 x Y3 children + 1 x Y4 completed 1stClass@Number (they did not complete this in summer 2020 due to COVID19). All 7 started Success@Arithmetic – 4 did not need to complete the intervention and were able to move back into Y3 maths. 2 x Y3 + 1 x Y4 continued with the S@A intervention.</p>			
<p>English/Phonic Development Many of our pupils require regular, short,</p>	<p>Ensure that a higher than average number teaching assistants are deployed</p>	<p>We expect that the targeted children will be supported to make progress that is at</p>	<p>£3,500</p>

<p>targeted academic interventions in order to support them in keeping up with their peers both in the long and short term.</p>	<p>appropriately across the school to ensure that delivery Read Write Inc. are delivered effectively. Employ trained teachers and teaching assistants to deliver small group RWInc sessions to raise and maintain reading and writing through a phonic approach.</p>	<p>least the same as their peers despite any difficulties they may face. Vulnerable pupils will always have access to an additional adult who will support them in removing barriers to learning both pastorally and academically in order that they can reach their full potential.</p>	
<p>November 2020 Review Our Y1 children perform consistently well in Y1 Phonics Screening Checks. 16 Y2 children completed the Phonic Check in December 2020 (having not completed it in Summer 2020 as Y1s) % achieving the Phonic Check 94% of cohort (15/16) 100% of boys 86% of girls 100% of FSM pupils 100% SEND pupils 92% Service Pupil premium (12/13) Speech and language support has been provided for pupils with SALT targets, improving their confidence thus allowing them to communicate more easily and participate more fully in whole class lessons and social situations. Improved vocabulary and increased understanding for all pupils involved in interventions – this is reflected in class work.</p>			
<p>ELSA support Many of our pupils, in the long and short term, can face challenging situations that limit their learning. These may include parents working away from home (deployment/posting), family issues, relationship issues and bereavement.</p>	<p>We will provide 4 additional hours per week for Emotional Literacy Support Assistant (ELSA) to provide support/advice/counselling for children who require this on a short or long term basis. During dedicated time our ELSA will support a range of pupil needs such as bereavement and home issues as well as meeting regularly with our most vulnerable pupils.</p>	<p>Pupils who are disadvantaged by a range of circumstances will have minimal disruption to their learning because of these circumstances. These pupils will show improved attendance or continued good attendance despite their circumstances. These children's mental health and well-being will be supported so they are more regulated to learn.</p>	<p>£1,600</p>
<p>November 2020 Review A significant number of children accessed ELSA sessions from September 2019 to March 2020. These ranged from 1 to 1 sessions for various lengths of time, small group sessions and an anxiety group. The issues included: bereavement, anxiety, anger management, friendship issues, issues within the family. Children speak very positively about this work and talk about knowing they can always talk to her, feeling better after speaking with her and trusting her. Parents value the input and appreciate having quick and easy access to this kind of pastoral support. The ELSA has continued to provide support to families during lockdown.</p>			
<p>Financial Support Additional contributions to school activities and educational visits are likely to be an additional financial burden on disadvantaged families.</p>	<p>We will subsidise educational visits, out of hours activities, 1 to 1 music tuition, Y6 residential and swimming.</p>	<p>All children will have the same opportunities to participate in extra-curricular activities that are offered. Children will look forward to and value the opportunities to excel in non-academic as</p>	<p>£3,500</p>

<p>Children from disadvantaged backgrounds are less likely to have access to such experiences out of school.</p>		<p>well as academic contexts.</p> <p>100% Of children able to swim 25m.</p> <p>Children participate in extra-curricular activities to develop the transferrable skills of communication, teamwork, co-ordination and rehearsal and practice.</p> <p>All FSM/LAC pupil children are offered a funded place on residential visits.</p>	
<p>November 2020 Review Until March 2020 Pupil premium children were offered financial support to attend all educational and residential visits. Money was allocated to fund weekly swimming, music and extra-curricular activities. Since January 2021 money was allocated to fund weekly music lessons.</p>			

Impact of Covid-19

The Covid-19 school closures and limited reopening during Spring 2020 resulted in a proportion of the planned expenditures/interventions not taking place. During lockdown a range of measures were put in place to support pupils with the aim of minimising potential widening of the attainment gap including regular phone calls and visits, making sure pupils had access to the requirements required for the work set all of which maintained a sense of school community. Following full reopening in September 2020, additional staff hours have been provided within in each class ‘bubble group’ to ensure high levels of pastoral and academic support for all pupils returning to school in order to reduce the impact of the missed time in school; this staffing will be partially supported by Pupil Premium funding and Coronavirus (COVID19) catch-up premium

Published date – September 2019
Reviewed – October 2020
To be reviewed – Autumn 2021