



South Gloucestershire Council

## **Longwell Green Primary School**

*"Inspiring learning."*

### **Pupil Premium Spend for 2019/2020** **END OF YEAR REVIEW**

The Government introduced the Pupil Premium Grant in April 2011 and it has been continued each year since this. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for Pupil Premium (PP) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. At Longwell Green Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required.

The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium. The governing body formally review the strategy three times each year with a new strategy being set in time to start for each academic year. The Senior Leadership Team review the success of the strategy at the end of each term and will make any necessary adjustments through the governing body if they are needed.

Below is a summary of the main barriers to achievement faced by our pupil premium eligible children for the academic year 2019-20. It includes how pupil premium funding is being used to address those barriers, the reasons for the approach and the impact seen to date.

**Current 2019/20 Pupil Premium Budget:** £45,060

**Percent of PP children on role** = 6.7%

Barriers to learning		Cost	Strategies to address the need	Impact to date (impacted by Covid19)
<b>A</b>	<b>Attitude to learning</b> <ul style="list-style-type: none"> <li>Lack of interest and engagement in learning</li> </ul>	<ul style="list-style-type: none"> <li><b>£3,500</b> - Contribution towards Deputy Head out of class to support all staff with increasing their knowledge and skills in teaching (coaching) coupled with specific short term support for individuals</li> <li><b>£3,700</b> - Release time to develop core subject leader skills in tracking, monitoring of and developing of vulnerable groups provision and general provision across the school</li> <li><b>£1,300</b> - Pre teaching strategies run by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Further develop Quality Teaching First via staff performance management. This should focus on children's outcomes and strategies to use for effective feedback and metacognition (learning to learn) - This to be linked via SLT to a more cyclic approach to Staff Development Meetings – focus on mathematics and marking through steps to success</li> <li>Ensure accelerated progress and raise attainment through Quality Teaching First with a Termly peer teacher coaching program through the school. With a focus on pupil premium children and developing strategies for effective feedback and metacognition (learning to learn)</li> </ul> <p><b>Education Endowment Foundation suggest a potential gain of 9 additional months progress for effective feedback and a potential gain of 8 additional months progress for metacognition interventions</b></p>	<ul style="list-style-type: none"> <li>Lesson observations have shown a significant improvement in quality first teaching across the school and across subjects.</li> <li>Book reviews show a significant development and level of progress in skills and in outcomes for Pupil Premium pupils.</li> <li>Enhanced Pupil Progress meeting with Pupil Premium pupils as a fixed priority group occur termly. Pupil Premium pupils are always reviewed termly and additional actions put in place to support, this has led to swift support where needed to address issues and to continue to enhance PP progress, see data below). It has also meant that pupils who are facing difficult and challenging circumstances are identified and supported – socially, emotionally as well as academically to ensure that they flourish in our school.</li> <li><b>DHT Coaching:</b> Two periods of coaching took place in EYFS and Year 5 with new teaching staff with a focus on induction, subject knowledge relevant to the year group and developing learning outside.</li> <li>Lesson observations, coaching reviews, visits to other settings and peer observations show evidence that the targets set have been met.</li> <li>Outside learning environment has been developed to include new writing and maths 'sheds' and the continuation of a topic from inside to outside.</li> <li>Data from vulnerable group tracking, below. We would not usually share this as the intended outcome at the end of the year is what we are aiming for, but we needed to in this case).</li> <li>See data below.</li> </ul>
<b>B</b>	<b>Low Self Esteem</b> <ul style="list-style-type: none"> <li>Low self worth</li> <li>Lack of confidence</li> </ul>	<ul style="list-style-type: none"> <li><b>£3,700</b> - Contribution towards Family link worker (includes Emotional Literacy Support)</li> <li><b>£3,900</b> - Contribution towards Forest School</li> <li><b>£2,400</b> - Contribution towards family link worker working with families</li> </ul>	<ul style="list-style-type: none"> <li>Vulnerable groups receive provision around interventions including, Emotional Literacy Support, Forest School, Healthy Living, Yoga</li> </ul>	<ul style="list-style-type: none"> <li>Both Forest School and Family Link / ELSA work has been successful.</li> </ul> <p><b>ELSA groups</b></p>

	<ul style="list-style-type: none"> <li>Lack of resilience</li> </ul>	<ul style="list-style-type: none"> <li><b>£400</b> - Library intervention run by TA</li> <li><b>£1,200</b> - Contribution towards community projects</li> </ul>	<ul style="list-style-type: none"> <li>Family Link Adviser available out of class to work with parents and children to address specific needs.</li> </ul> <p><b>Education Endowment Foundation suggest a potential gain of 8 additional months progress for metacognition interventions</b></p>	<ul style="list-style-type: none"> <li>Meeting targets completely – 72% (where the issues identified were solved within the ELSA work and within independent times.</li> <li>Partially meeting targets- 17% where they had met their targets in the sessions and were showing significant improvement in other areas of life.</li> <li>24 families were worked with up until the end of term 3, with 11 needing extended support.</li> <li>Where attendance was a focus, attendance with the families who were worked with rose by, on average 9.04%.</li> </ul> <p><b>Forest School</b></p> <ul style="list-style-type: none"> <li>Due to its nature, this is not quantifiable through combined data, as each child has a specific profile and progress is measured differently for each – each Pupil Premium child who was part of the Forest School made notable progress against their personal targets.</li> </ul>
<b>C</b>	<p><b>Closing Gaps in Learning</b></p> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Progress slow</li> </ul>	<ul style="list-style-type: none"> <li><b>£3,200</b> - Contribution towards supported guided mathematics, booster intervention groups</li> <li><b>£7,50</b> - Contribution towards supported writing intervention groups</li> <li><b>£3,600</b> - Contribution towards pre teaching strategies</li> <li><b>£2,700</b> - Phonics interventions</li> <li><b>£2,900</b> - Contribution towards one to one reading</li> <li><b>£1,900</b> - Contribution towards TA support for inference reading</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Remodelling of the teaching support staff workforce to adjust and refine how and where they are used effectively to support pupil premium children.</li> <li>Further develop phonics teaching and reading strategies with a phonics subject leader and focused TA interventions.</li> </ul> <p><b>Education Endowment Foundation suggest a potential gain of 4 additional months progress for effective phonics</b></p>	<ul style="list-style-type: none"> <li>Pre-teaching for a LAC in English and Maths has resulted in them making above expected progress from Year 2 as at Term 4: 90% in writing 85% in reading 101% in maths (accelerated progress)</li> <li>Pre-teaching for a LAC with SEN in Maths has resulted in an increase in test scores: T1 – 28 to T3 – 51 and progress from Year 3 (as at Term 4): 71% in writing 86% in reading 72% in maths</li> <li>See data.</li> <li>Data from vulnerable group tracking.</li> </ul>
<b>D</b>	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>Negative behaviour to others / poor social skills</li> </ul>	<ul style="list-style-type: none"> <li><b>£5,700</b> - Contribution towards lunchtime nurture groups and imaginative play groups</li> <li><b>£1,900</b> - Transition strategies run by TAs</li> <li><b>£610</b> - Contribution towards purchasing subscription to Inclusion Support and EP support</li> </ul>	<ul style="list-style-type: none"> <li>Lunch time club for key children to provide pastoral support and help them develop social skills for interacting with peers. This includes forest skills and other ‘deeper experiential’ activities</li> </ul>	<ul style="list-style-type: none"> <li>We have been part of the ‘Better Behaviour Project’ along with 62 local schools. In order to introduce and embed specific changes to our approach towards behaviour, we have delivered training to all stakeholders and implemented its principles from Term 1-4 (with the full school population.)</li> </ul>

			<b>Sutton Trust for effective social and emotional learning suggests potential gain of 4 months</b>	<ul style="list-style-type: none"> <li>The impact was that over the first 3 terms, positive behaviour in school was at 96% (where no negative behaviour at all was recorded), on track with the same time period in 2018-2019 and rising from 92% in 2017-2018.</li> <li>There has been a 66% decrease in behaviours that warrant a consequence involving senior leaders in the last year and 82% decrease over the last 2 years.</li> <li>There were 5 external exclusions in 2018-2019 and 1 (to date) in 2019-2020.</li> </ul>
<b>E</b>	<b>Attendance</b> High level of broken weeks Persistent absentees (below 90% attendance)	<ul style="list-style-type: none"> <li><b>£260</b> - Breakfast Club and Afterschool Club fees</li> <li><b>£300</b> - Contribution towards EWO to support attendance</li> <li><b>£800</b> - Grant directly to parents to encourage PP funding applications</li> <li><b>£400</b> - Grant directly to parents to be spent within school context (travel)</li> </ul>	<ul style="list-style-type: none"> <li>Termly overview sheet of attendance for all pupils, year groups and vulnerable groups.</li> <li>Pupils dropping close to 95% attendance are tracked carefully</li> <li>Contact with parents of any pupil dropping below 95% to gather story and offer support</li> <li>Persistent absentees lead to a meeting with the Education Welfare Officer.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance for FSM pupils is less than 2.8% lower than non-FSM (94% compared with 96.8%) as of the 1<sup>st</sup> March 2020, before Covid19 meant a significant decrease in attendance.</li> </ul> <p>The Local Authority gap between the two groups at the end of Term 3 was exactly 3%. The National gap for the previous year was 3.1%.</p> <p>National gap for last year was 92.7% for Pupil premium compared to 95.8% for none. We are above this in both counts and have a smaller gap between the two groups than the Local and National picture.</p>

Data. Due to Covid, the data can only be reliably taken from up to the end of term 3 and teacher assessment past this point.

#### **Intervention tracking, based on term 3 interventions:**

In Longwell Green, we rate the success of our interventions in the following way:

**Fully:** showing the new skill or knowledge in the intervention and completely at all other times

**Partly:** in the intervention and at times in other areas, but not always consistently

**Not successful,** where either they have not attained the outcome in the intervention or they are not at all showing the new skill / knowledge elsewhere.

In the most recent completed interventions:

**Term 3** – PP pupils who accessed the Forest all made measurable progress in key social skills (partly)

**Term 3-** PP children that accessed ELSA all made measureable progress against their personal targets (partly)

**Term 3** – 100% of PP children in maths interventions made progress (fully)

**Term 3-** 100% of PP children in reading interventions made progress (fully)

#### **EYFS**

Both potentially on track to meet (or exceed) ELG.

	Reading	Writing	Number
<b>S30-50</b>			
<b>B40-60</b>	50% (SEND)	50% (SEND)	
<b>C40-60</b>			50% (SEND)
<b>S40-60</b>	50%	50%	50%
<b>B-ELG</b>			

<b>Y1 Phonics Testing</b>	Predictions based on End of Term 4 assessments and judgements
PP Children	100% Pass (2 children)
Year 1 Cohort	83% Pass (50 children)

#### **Year 2 PP Attainment**

	Reading		Writing		Mathematics	
	Term 4 Teacher Assessments	On Track for achieving FFT 20 target by Term 6	Term 4 Teacher Assessments	On Track for achieving FFT 20 target by Term 6	Term 4 Teacher Assessments	On Track for achieving FFT 20 target by Term 6
PP pupils on track to achieve their FFT20 target at term 4 and 6	75%	100%	75%	75%	50%	75%
PP pupils on track to exceed their FFT20 target at term 4 and 6	25% (above FFT20 target)	25% (above FFT20 target)				

#### **Year 2 PP progress as of the end of term 3.**

In our tracking system, 50% is good progress; above 50% is excellent progress from the start of the year to the end of term 3.

<b>Data as at Term 3</b>	<b>Year 2 progress</b>
PP Reading	73%
PP Writing	66%
PP Maths	74%

#### **PP Progress within key stage groups:**

<b>Data as at Term 3</b>	<b>KS1</b>	<b>KS2</b>
PP Reading	83%	85%
PP Writing	82%	80%
PP Maths	83%	75%

#### **Year 6 PP Attainment**

<b>Y6 Pupil Premium Data 2019 - 2020</b>	Reading		Writing		Mathematics	
	Term 3 practise SATs results	Term 4 Teacher Assessments (on track for SATs)	Term 3 practise SATs results	Term 4 Teacher Assessments (on track for SATs)	Term 3 practise SATs results	Term 4 Teacher Assessments (on track for SATs)
PP children reaching Expected Standard	20%	40%	-	60%	20%	40%
PP children reading Greater depth	-	20%	-	-	-	20%