



South Gloucestershire Council

## **Longwell Green Primary School**

*"Inspiring learning."*

### **Pupil Premium Spend for 2020/2021**

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 2020-21. It includes how pupil premium funding is being used to address those barriers, the reasons for the approach and the impact seen to date.

With the impact of Covid19, we have continued many of our structures as they were not seen to fruition and the available data indicated that all were successful.

**Current 2020/21 Pupil Premium Budget:** £43,245

**Percent of PP children on role** = 8.5%

Barriers to learning		Cost	Strategies to address the need	Impact to date (impacted by Covid19)
A	<b>Attitude to learning</b> <ul style="list-style-type: none"> <li>Lack of interest and engagement in learning</li> <li>Subject specific support for pupils</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>£3,800</b> - Release time to develop core subject leader skills and the skills of staff.</li> <li><b>£1,900</b> - Pre teaching strategies run by teachers and TAs</li> <li><b>£600</b> 1:1 reading tuition</li> </ul>	<ul style="list-style-type: none"> <li>Further develop Quality Teaching First via staff performance management. This will 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 cyclic approach to Staff Development Meetings – focus on mathematics and marking through steps to success.</li> <li>Tracking, monitoring of and developing of vulnerable groups' provision and general provision across the school, including moderation and development of staff subject knowledge.</li> <li>Ensure accelerated progress and raise attainment through Quality Teaching First with a peer teacher coaching program through the school. With a focus on pupil premium children and developing strategies for effective feedback and metacognition.</li> <li>Linked to specific school needs with an ongoing PP focus, training delivered to all pupil facing staff (TAs, HLTAs, Teachers, parent helpers).</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>DHT Coaching: The implementation of Microsoft Teams as a remote learning platform was managed by the DHT from Sep 2020. Teachers and TAs were trained in the use of Teams and how to plan, set and mark work using it. Ongoing coaching took place over the course of the January to March 2021 lockdown via training videos, live Teams training, how to guides and personalised support.</li> <li>PP children were included in tracking engagement with remote learning and/or providing additional support over lockdown period e.g. technical resources, school places or subject specific support.</li> <li>Maths release time to provide CPD to all staff around RTPs to bridge the AREs gaps in learning. PP chn were a priority focus in this.</li> <li>CPD for both Maths and English provided around Recovery Curriculum in Sept 2020 and Mar 2021 to re-integrate all children back to school, to baseline and to re-engage with resilience.</li> <li>CPD shared on Maths through Story.</li> <li>Planning Scrutiny completed to show that all groups of learners were focussed on.</li> <li>Maths release time to provide book look feedback. The foci were differentiation for all vulnerable groups of learners, including PP.</li> <li>Maths time given to training all staff on the mastery approach in the maths lesson and how to individualise the learning journey for each child in a lesson. PP and SEND children were a focus in this.</li> <li>CPD given through moderation.</li> <li>Training for teachers to identify their GD learners (inc PP children) and how to challenge these learners in lessons.</li> <li>Release time used to analyse trends in Maths for all groups of learners. Trends shared in staff meetings and suggestions of actions given to KS or classes to support the needs of learners. This included PP children.</li> <li>Staff training on using data findings to be aware of target groups to improve writing at KS1.</li> </ul>

				<ul style="list-style-type: none"> <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>• Rigorous process of teacher assessment and identification of gaps in children’s knowledge, shared at Pupil Progress Meetings leading to pupil interventions, monitored by SENDco and DHT.</li> <li>• PP children targeted through intervention teaching specialists in Term 5 and 6 (see data).</li> <li>• Data from vulnerable group tracking, below.</li> </ul>
<b>B</b>	<b>Raise Self Esteem</b> <ul style="list-style-type: none"> <li>• Develop self-worth</li> <li>• Build confidence</li> <li>• Build resilience</li> </ul>	<ul style="list-style-type: none"> <li>• <b>£3,900</b> - Contribution towards Family link worker (includes Emotional Literacy Support)</li> <li>• <b>£3,900</b> - Contribution towards Forest School</li> <li>• <b>£2,900</b> - Contribution towards family link worker working with families</li> <li>• <b>£600</b> - Library intervention run by TA</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> <li>• Family Link Adviser available out of class to work with parents and children to address specific needs.</li> <li>• Interventions such as social skills games, speaking and listening activities and speech and language support led by TAs in the school.</li> <li>• Development of speaking and listening skills.</li> <li>• Support for individual pupils including sensory therapy, Lego therapy, nurture groups, etc.</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>• ELSA Term 5: Meeting targets completely 57% (Where the issues identified were solved within the ELSA work and within independent times). Partially meeting targets – 43% (where they had met their targets in the sessions and were showing significant improvement in other areas of life.) Overall success is 100%.</li> <li>• ELSA Term 6: Meeting targets completely 44% Partially meeting targets – 53%. Overall success us 97%.</li> <li>• Forest School has not been possible to run with multiple groups due to Covid restrictions. Forest School teacher has been redeployed to work in one class bubble where there was significant need. Forest School was one of the tools used to support the children within this bubble with high level self-esteem needs. The impact of this has been shown in the way that these children entered the following year group successfully.</li> <li>• Family Link Worker worked with 19 families over the course of the year supporting areas such as anxiety, attendance, behaviour or family issues.</li> </ul>

C	<b>Closing Gaps in Learning</b> <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>£2,200</b> - Contribution towards supported guided mathematics, booster intervention groups</li> <li><b>£2,500</b> - Contribution towards supported writing intervention groups</li> <li><b>£1,900</b> - Phonics interventions</li> <li><b>£2,600</b> - Contribution towards one to one reading / inference</li> <li><b>£3,500</b> termly pupil progress meetings where year group teachers, HT / SENDco or DHT ensure progress and problem solve support and next steps, including the creation of interventions.</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>All staff held account for PP progress and are supported in developing personalised and needs focused practice by sharing best practice across school as well as being supported by some of the most senior staff in school through a surgery style meeting once a term.</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>Term 5 and 6 Interventions, funding supplemented by 'Catch Up' provision. 28/29 (96.5%) PP children received an intervention in Reading, Writing or Maths in Term 5 and 6. For impact, see data below.</li> <li>3 x LAC Children have received intervention, pre/post teaching and have made accelerated progress from their baseline. As average: Reading: 126% progress Writing: 130% progress Maths: 131% progress</li> <li>See data.</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>Rigorous process of teacher assessment and identification of gaps in children's knowledge, shared at Pupil Progress Meetings leading to pupil interventions, monitored by SENDco and DHT.</li> <li>Y1 Phonics Test (carried out with Year 2) 100% PP children passed, 92% of cohort.</li> </ul>
D	<b>Behaviour</b> <ul style="list-style-type: none"> <li>Development of positive behaviour and building social skills</li> </ul>	<ul style="list-style-type: none"> <li><b>£3,700</b> - Contribution towards lunchtime nurture groups and imaginative play groups</li> <li><b>£800</b> - Contribution towards purchasing subscription to Inclusion Support and EP support</li> <li><b>£1,900</b> Training within school for all pupil facing staff in 'Better Behaviour model', and also part of an additional project OPAL (Outdoor Play and Learning). Both include the lead teacher partaking in external training and creating of in house dissemination training.</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> <li>Playworkers to support positive play.</li> <li>Engagement in the OPAL project (Outdoor Play and Learning) to develop social time within school setting. Improved quality of play, engagement, learning, personal development and physical activity/literacy.</li> <li>Positive relationships between children and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Lunch time club OPAL, Forest School have not operated due to Covid restrictions.</li> <li>Funding has been redirected to increased adult supervision during break and lunch times. These adults have used Better Behaviour Strategies when supervising play and have supported children to play together in 'bubbles' and 'zones'.</li> <li>Inclusion and behaviour support services worked with class teachers to enable them to support children with anxiety brought on by Covid as well as specific high-level needs. One of the impacts was that a PP child at risk of PEX was able to remain in school and be successful in that setting. More</li> </ul>

			<ul style="list-style-type: none"> <li>Outdoor curriculum enrichment opportunities to engage, encourage and inspire children.</li> </ul> <p><b>Sutton Trust for effective social and emotional learning suggests potential gain of 4 months</b></p>	<p>broadly, all of the PP children engaged with school and were successful despite having varying levels of Covid-caused anxiety.</p> <ul style="list-style-type: none"> <li>• ‘Bubble’ structure has led to closer relationships between children, teachers and TAs. This has had a positive impact on behaviour across the school due to these relationships and also the swiftness in ability to deal with any playtime issues that arise.</li> <li>• Bubble structure, continuity of staff and close relationships have resulted in a notable difference in many children who were previously more likely to be anxious in school.</li> <li>• Training and coaching for behaviour throughout the bubble structure, taken over from Better Behaviour training, resulted in adults (Teachers, TAs, Lunch Break Supervisors) were better equipped to manage the intensity of the bubble system. This ensured that the children were courteous, kind and polite with each other, despite external pressures.</li> </ul>
<b>E</b>	<p><b>Attendance</b></p> <p>High level of broken weeks</p> <p>Persistent absentees (below 90% attendance)</p>	<ul style="list-style-type: none"> <li>• <b>£800</b> - Breakfast Club and Afterschool Club fees</li> <li>• <b>£300</b> - Contribution towards EWO to support attendance</li> <li>• <b>£1200</b> - Grant directly to parents to encourage PP funding applications and support family needs (the total of this could total over £3500 if all families use their £100 eligibility).</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 PP children is less than 2% lower than non PP (95.96% compared with 97.75%)</li> <li>• The Local Authority gap between the 2 groups was 3.8%. 97.1% (for all) compared to 93.3% (PP). Longwell Green attendance, for PP as well as non, is above the Local Authority.</li> <li>• PP grants were allocated as necessary by working with families to support needs.</li> </ul>

## **DATA**

**EYFS – 1 child was PP and attained ELG across all areas of learning.**

<b><u>Y1 Phonics Testing (carried out with Y2 cohort)</u></b>	
PP Children	100% Pass (2 children)
Year 1 Cohort	92% Pass (55 children)

### **Year 2 PP Attainment**

	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
PP pupils (2 children) achieving their FFT20 target at Term 6 (Teacher Assessment)	100%	50%	100%

### **Year 2 PP Progress as at T6**

In our tracking system, 85% is good progress; 100% is expected progress and 120%+ is accelerated progress. Progress is measured from a baseline assessment in Term 1 to Term 6.

<b>Data as at Term 6</b>	<b>Year 2 progress</b>
PP Reading	174.5%
PP Writing	115.5%
PP Maths	165.5%

### **Year 6 PP Attainment**

<b><u>Y6 Pupil Premium Data 2020 - 2021</u></b>	<b><u>Reading</u></b>	<b><u>Writing</u></b>	<b><u>Maths</u></b>
	<b>Term 6 Teacher Assessment</b>	<b>Term 6 Teacher Assessment</b>	<b>Term 6 Teacher Assessment</b>
<b>PP children reaching Expected Standard</b>	33% 3/9	33% 3/9	22% 2/9
<b>PP children reaching Greater Depth</b>	11% 1/9	11% 1/9	0/9

### **Year 6 PP progress as at T6**

In our tracking system, 85% is good progress; 100% is expected progress and 120%+ is accelerated progress. Progress is measured from a baseline assessment in Term 1 to Term 6.

<b>Data as at Term 6</b>	<b>Year 6 progress</b>
PP Reading	120%
PP Writing	106%
PP Maths	111%

**PP Progress (Expected or Above) within key stage groups:**

Data as at Term 6	KS1 (Year 1 and 2)	KS2 (Years 3-6)
PP Reading	100%	95.7%
PP Writing	80%	91.5%
PP Maths	100%	91.5%

**Term 5 and 6 Interventions**

Interventions were carried out by our TAs, HLTAs, DHT and 2 teachers employed using our 'Catch Up' funding as a response to Covid 19. PP children were included in at least one intervention in both terms.

	Total number of children involved in interventions	Number of children who achieved the target of the intervention	Number of children who partially met (i.e. the target of the intervention	Total number/percentage of children who met/partially met the target
<b>Term 5</b>	380	216	143	359 (94%)
<b>Term 6</b>	384	206	167	373 (97%)