



South Gloucestershire Council

Longwell Green Primary School

Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Longwell Green Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	8% 31 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	12/10/2021
Date on which it will be reviewed	30/7/2024
Statement authorised by	D Brown
Pupil premium lead	L Mason
Governor / Trustee lead	Katherine Liddington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,280
Recovery premium funding allocation this academic year (financial year beginning April 21).	£13,632
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47,280
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	N

Part A: Pupil Premium Strategy Plan

Statement of Intent

Introduction - What is Pupil Premium?

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.

Longwell Green Primary School Pupil Premium Strategy

At Longwell Green Primary School, we have adopted an approach to Pupil Premium spending which allows the school to focus on a series of targeted and personalised strategies which will have the greatest impact.

Teaching: Spending on improving first quality teaching and providing professional development opportunities is at the forefront of our approach. We have enhanced Pupil Progress meetings termly with Pupil Premium pupils as a fixed priority group.

Targeted Academic Support: We use a variety of support strategies to sit alongside effective classroom teaching and learning including small group interventions which are monitored to ensure maximum effectiveness. All of this sits is informed by precise and robust assessment.

Wider Strategies: Our fundamental approach is to provide support for success at school, including attendance, behaviour, self-esteem and parental involvement.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Detail of challenge
Attitude to learning - possible lack of interest and engagement in learning, subject specific support for pupils
Raising Self Esteem - develop self-worth, build confidence, build resilience
Closing Gaps in Learning - working below age related expectations, progress slow
Behaviour - development of positive behaviour and building social skills
Attendance - high level of broken weeks, persistent absentees (below 90% attendance)

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The tracking and monitoring of vulnerable groups will be more effective. Interventions will have maximum effectiveness and support the needs for each individual.	Children will make accelerated progress.
Pupils' self-worth, confidence and resilience will be improved.	Pupils are emotionally ready to learn.
There will be an increase in positive behaviour and social skills.	There is an improvement in engagement for learning and personal and physical development.
Attendance across the school will improve.	Attendance will be above 90%. Attendance is high profile within school culture.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Total Budgeted cost: £ 47, 280

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,100

Challenge Area	Cost	Activity	Evidence that supports this approach
Attitude to learning <ul style="list-style-type: none"> Possible lack of interest and engagement in learning Subject specific support for pupils 	<p>£3,800 - 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.</p> <p>£4,200 - Release time to develop core subject leader skills and the skills of staff.</p> <p>£2,100 - Pre teaching strategies run by teachers and TAs</p>	<ul style="list-style-type: none"> Further develop Quality First Teaching 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 Meetings – focus on mathematics and marking through steps to success. Tracking, monitoring of and developing of vulnerable groups' provision and general provision across the school, including moderation and development of staff subject knowledge. Ensure accelerated progress and raise attainment through Quality First Teaching with a peer teacher coaching program through the school, mentoring, dedicated PP Lead support, collaborative working and development of support staff. With a focus on pupil premium children and developing strategies for effective feedback and self-awareness as a learner. Linked to specific school needs with an ongoing PP focus, training delivered to all pupil facing staff (TAs, HLTAs, Teachers, parent helpers). Enhanced Pupil Progress meeting with Pupil Premium pupils as a fixed priority group occur termly. 	<p>Education Endowment Foundation suggest that effective feedback has very high impact with a potential gain of 6 additional month's progress.</p> <p>The potential impact of metacognition and self-regulation approaches is high with the potential gain of +7 months additional progress over the course of a year.</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13,700

Challenge Area	Cost	Activity	Evidence that supports this approach
Closing Gaps in Learning <ul style="list-style-type: none"> Working below age related expectations Progress slow 	<p>£2,600 - Contribution towards supported guided mathematics, booster intervention groups</p> <p>£2,600 - Contribution towards supported writing intervention groups</p> <p>£2,100 - Phonics interventions</p> <p>£2,600 - Contribution towards one to one and group reading / inference</p> <p>£3,800 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.</p>	<ul style="list-style-type: none"> Pupil premium lead working with HT and DHT to upskill as new to role coming from previous senior leadership role. PP lead spending time out of class getting to know pupils, needs and backgrounds and processes involved in PP support. Remodelling of the teaching support staff workforce to adjust and refine how and where they are used effectively to support pupil premium children. 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. Further develop phonics teaching and reading strategies with a phonics subject leader and focused TA interventions. Upskilling, training and ongoing monitoring of interventions to ensure maximum effectiveness. Staff trained and supported to meaningfully deconstruct needs for each individual. Leading to being more equipped in identifying gaps and building impactful interventions. PP lead ensuring that staff follow procedures that keep PP children at the forefront of their mind such as planning scrutiny, book reviews, learning walks, pupil conferencing and following up from pupil progress meetings. 	<p>Education Endowment Foundation suggest a potential gain of 5 additional month's progress for effective phonics.</p> <p>Education Endowment Foundation suggest small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Education Endowment Foundation suggest that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact with a gain of an additional four months' progress over the course of a year.</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,480

Challenge Area	Cost	Activity	Evidence that supports this approach
Raise Self Esteem <ul style="list-style-type: none"> Develop self-worth Build confidence Build resilience 	<p>£4,100 - Contribution towards Family link worker (includes Emotional Literacy Support).</p> <p>£4,100 - Contribution towards Forest School.</p> <p>£3,100 - Contribution towards family link worker working with families</p> <p>£1,400 – SE interventions delivered by TAs and HLTAs.</p>	<ul style="list-style-type: none"> Vulnerable groups or individuals receive provision around interventions including, Emotional Literacy Support, Forest School, Healthy Living at varying degrees of intensity. Family Link Adviser available out of class to work with parents and children to address specific needs. Interventions such as social skills games, speaking and listening activities and speech and language support led by TAs in the school. Development of speaking and listening skills. Support for individual pupils including sensory therapy, Lego therapy, nurture groups, etc. Ongoing training and support for staff to implement new PHSE scheme. Case specific intervention from PP lead to signpost and develop staff in their skills of supporting pupils with self-esteem needs. 	<p>The potential impact of metacognition and self-regulation approaches is high with the potential gain of +7 months additional progress over the course of a year.</p> <p>Education Endowment Foundation suggest that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>
Behaviour <ul style="list-style-type: none"> Development of positive behaviour and building social skills 	<p>£4,000 - Contribution towards lunchtime nurture groups and imaginative play groups.</p> <p>£1,200 - Contribution towards purchasing subscription to Inclusion Support and EP support.</p> <p>£2,400 Training within school for all pupil facing staff in 'Better Behaviour model', and also part of an additional project OPAL (Outdoor Play</p>	<ul style="list-style-type: none"> 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. Play workers to support positive play. 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. Positive relationships between children and staff. Outdoor curriculum enrichment opportunities to engage, encourage and inspire children. Sports leaders employed to facilitate new and existing games/play. Staff training of pupil mentors/sport leaders to support the above. 	<p>Education Endowment Foundation suggest that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Education Endowment Foundation suggest that, on average, behaviour</p>

	and Learning). Both include the lead teacher partaking in external training and creating of in house dissemination training.	<ul style="list-style-type: none"> • Student body to have increased focus and ownership of positive behaviour in unstructured times such as a relaunch of friendship strategies that were on hold during lockdown. School council to spear head the initial thrust lead by family link support. • Whole school focus on Values. Explicit weekly and termly teaching of values, expectations and behaviour. • Better behaviour re-launched and monitored by staff to ensure all school engagement. • Inclusion support, behaviour support and EP procured to offer advice on a case by case basis. 	<p>interventions can produce a potential gain of 4 months.</p> <p>Education Endowment Foundation evidence suggests that behaviour interventions have an impact through increasing the time that pupils have for learning.</p>
<p>Attendance</p> <ul style="list-style-type: none"> • Continue attendance to be above the local and national average. 	<p>£1,100 - Breakfast Club and Afterschool Club fees.</p> <p>£580 - Contribution towards EWO to support attendance.</p> <p>£1,500 - 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).</p>	<ul style="list-style-type: none"> • Termly overview of attendance for PP pupils monitored by PP lead and followed up through a series of actions increasing in severity and level of school involvement. • Pupils dropping close to 96% attendance are tracked carefully. • Contact with parents of any pupil dropping below 96% to understand reasons and offer support. A simplified version of the process is: informal class teacher, more formal class teacher, engage support from family link increasing in formality then Headteacher. • Persistent absentees lead to a meeting with the Education Welfare Officer. 	<p>Education Endowment Foundation parental engagement has a positive impact on average of 4 months' additional progress.</p>

Total budgeted cost: £ 47, 280

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Teaching (for example, CPD, recruitment and retention)

Challenge Area: Attitude to learning

- 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.
- CPD for both Maths, English and wider curriculum provided around Recovery Curriculum to re-integrate all children back to school to continue to re-engage with resilience.
- Planning Scrutiny completed to show that all groups of learners were focussed on.
 - Staff meetings to moderate provision across the whole school and to check that assessment is accurate with a focus on PP children.
- Maths and English release time to provide book look feedback. The foci were differentiated for all vulnerable groups of learners, including PP.
- 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.
- Training for teachers to identify their GD learners and potential GD (inc PP children) and how to challenge these learners in lessons and the removal of glass ceiling.
- Release time used to analyse trends in Maths, writing and reading 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 looking at PP children as a discrete group.
- As above, termly SLT school wide data tracking with a focus on PP. Enhanced systems to allow rapid sharing of information to ensure greatest impact that term.
- Staff training on using data findings to impact most rapid change.
- 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.
- 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 (social emotional support referenced lower down).
- Appointment of SLT member with sole responsibility of championing PP children. This has allowed granular triangulation of monitoring data and outcomes of individuals, supporting staff in their ability to raise attainment at a personalised level and engaging individual pupils within this journey.
- PP children targeted through intervention teaching ongoing
- See data below.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Challenge Area: Closing Gaps in Learning

- See above.
- Termly interventions based on class need but with PP always given first choice.
- 29/30 (97%) PP children have received an intervention in Reading, Writing or Maths across the year. The one child who did not had ELSA interventions for social and emotional support (see data for this below).
- 100% of LAC Children have received interventions in Reading, Writing and Maths across the year. $\frac{3}{4}$ LAC children have made accelerated progress from their baseline. As average, LAC progress is: Reading 99%, Writing 101%, Maths 110%.
- See data below.
- 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.
- 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.
- Y1 Phonics Test - 100% PP children passed.
- Training for KS1 staff in new phonics scheme. Feedback from LA Challenge Support Partner showed that phonics provision is excellent and there is a clear plan for phonics implementation and a strategy in place through reading inference for children where phonics doesn't work. This includes PP children. '...pupils are supported through the exploration of early reading over a week so that by the end of the week they are able to explore texts in more depth... of children who may not pass...all are being supported with additional interventions.'

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Challenge Area: Raise Self Esteem

- ELSA and SEMH interventions:
As average across all terms 66% are meeting targets completely (where the issues identified were solved within the ELSA work and within independent times).
As average across all terms 28% are partially meeting targets (where they had met their targets in the sessions and were showing significant improvement in other areas of life.)
The overall success is 94%
- Forest school has been relaunched post lock down including lunch time therapeutic club which has been a great success for pupil suffering from mid to low levels of anxiety and is also one of the areas that pupil quote as being an area of school they really enjoy and want to come to school for.

- Family Link Worker worked with 16 families over the course of the year supporting areas such as anxiety, attendance, behaviour or family issues. This is a responsive provision based on the needs at that moment in time. The number of cases may not reflect the depth of work some, more than others might need.

Challenge Area: Behaviour

- Lunch time club OPAL. We have created a greatly enhanced provision for unstructured times such as play and lunch. This has impart included pupil voice to create a wide range of experiences available to pupils. As part of this, staff have delivered a series of training support for all children in school around expectations as well as the understanding of how to play.

- See above for forest school.

Forest club at lunch. This is a therapeutic support for pupils who may find the wider playground too much or are struggling with social and emotional needs or any other personal needs at that moment in time. Pupils can be referred by a member of staff or know that they have the choice to join. A number of PP children have made great use of this.

- 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 which supports positive play.

- Inclusion and behaviour support services worked with class teachers to enable them to support children with anxiety 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 broadly, all of the PP children engaged with school and were successful despite having varying levels of anxiety.

- Training and coaching for behaviour through Better Behaviour training, resulted in adults (Teachers, TAs, Lunch Break Supervisors) being better equipped to support needs in a much more responsive and effective manner. This ensured that the children were courteous, kind and polite with each other, despite out of school factors.

Challenge Area: Attendance

- Attendance for PP children is only 1.31% lower than non PP. This is significantly better than the Local Authority average where the gap is 3.5%.

- Our Pupil Premium pupils have a 1.3% higher attendance than the Local Authority attendance for Pupil Premium pupils. Longwell Green attendance, for PP as well as non, is above the Local Authority.

- School level Pupil Premium grants were allocated as necessary to working with families to support needs.

- In addition to the support as listed above we have spent £6208 on supporting families with personal and specific needs, which have ranged from purchasing clothes, to providing in and out of school food and more.

Data from 2021 – 2022 to support:

Year 1 Phonics

100% of PP children passed

Year 2 SATs

Longwell Green Outcomes Key Stage 1 – SATs								
School	Reading		Writing		Maths		RWM	
	EXS+	110+	EXS+	GDS	EXS+	110+	EXS+	GDS
PP 3 chn	100%	0	66%	0	100%	66%		

Year 6 SATS

Longwell Green Outcomes Key Stage 2											
School	Reading SAT		Writing TA		Maths SAT		GPS SAT		RWM	Science TA	
	EXS	GDS	EXS	GDS	EXS+	GDS	EXS	GDS	EXS	EXS	GDS
Nat	74%		69%		71%		72%		59%	79%	
PP 8 chn	87.5%	0%	75%	0%	75%	25%	75%	0%	50%	87.5%	0

PP children are above national average in reading, writing, maths, GPS and Science.

Externally provided programmes

Below are the names of non-DfE programmes that we purchased in the previous academic year.

Programme	Provider