



South Gloucestershire Council

## Longwell Green Primary School

### **Pupil premium strategy statement 2021-2024 Plan for year 2023-24**

*This statement details our school's use of pupil premium (and recovery premium) 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	408
Proportion (%) of pupil premium eligible pupils	29 children 7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	12/10/2023
Date on which it will be reviewed	30/9/2024
Statement authorised by	D Brown
Pupil premium lead	L Mason / A Pritchard
Governor / Trustee lead	Katherine Liddington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,750
Recovery premium funding allocation this academic year (financial year beginning April 22 – March 23).	£2,248
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£43,998</b>
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
<b>Attitude to learning</b> - possible lack of interest and engagement in learning, subject specific support for pupils
<b>Raising Self Esteem</b> - develop self-worth, build confidence, build resilience
<b>Closing Gaps in Learning</b> - working below age related expectations, progress slow
<b>Behaviour</b> - development of positive behaviour and building social skills
<b>Attendance</b> - 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 and attaining in line with or better than their peers.
Pupils' self-worth, confidence and resilience will be improved.	Pupils are emotionally ready to learn and books show that they are producing the same or a higher quality and amount of work as their peers. Pupils can also talk positively about themselves and life at school.
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: £ 41, 750**

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,900

Challenge Area	Cost	Activity	Evidence that supports this approach
Attitude to learning  <ul style="list-style-type: none"> <li>Possible lack of interest and engagement in learning</li> <li>Subject specific support for pupils</li> </ul>	<p><b>£2,800</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.</p> <p><b>£5,000</b> - Release time to develop core subject leader skills and the skills of staff.</p> <p><b>£2,100</b> - Pre teaching strategies run by teachers and TAs</p>	<ul style="list-style-type: none"> <li>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.</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 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.</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> <li>Enhanced Pupil Progress meeting with Pupil Premium pupils as a fixed priority group occur termly.</li> </ul>	<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: £ 13 800

Challenge Area	Cost	Activity	Evidence that supports this approach
<b>Closing Gaps in Learning</b> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Progress slow</li> </ul>	<p><b>£1200</b> – Contribution towards SLT PP lead to be out of class to support, guide and coach staff to develop and drive outcomes and raise attainment of PP children.</p> <p><b>£2,500</b> - Contribution towards supported guided mathematics, booster intervention groups</p> <p><b>£2,500</b> - Contribution towards supported writing intervention groups</p> <p><b>£2,300</b> - Phonics interventions</p> <p><b>£2,500</b> - Contribution towards one to one and group reading / inference</p> <p><b>£2,800</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.</p>	<ul style="list-style-type: none"> <li>SLT member with sole responsibility of championing PP children who has time out of class to monitor and coach to further develop and drive the outcomes for PP pupils. This allows for 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.</li> <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>New phonics scheme in place to further develop early reading strategies and whole school staff trained on this.</li> <li>Upskilling, training and ongoing monitoring of interventions to ensure maximum effectiveness.</li> <li>Staff trained and supported to meaningfully deconstruct needs for each individual. Leading to being more equipped in identifying gaps and building impactful interventions. Meaningful feedback given to the learners throughout interventions.</li> <li>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.</li> </ul>	<p>Education Endowment Foundation suggest a potential gain of 5 additional month's progress for effective phonics provision.</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> <p>Education Endowment Foundation suggest that feedback has the potential gain of 6 months.</p>

			<p>Education Endowment Foundation suggest that individual instruction has a potential gain of 4+ months.</p> <p>Education Endowment Foundation suggest that reading comprehension strategies have a very high impact with a potential gain of 6 months across an academic year.</p>
--	--	--	---

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

Budgeted cost: £20,720

Challenge Area	Cost	Activity	Evidence that supports this approach
<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>	<p><b>£3,100</b> - Contribution towards Family link worker (includes Emotional Literacy Support).</p> <p><b>£3,700</b> - Contribution towards Forest School.</p> <p><b>£2,100</b> - Contribution towards family link worker working with families</p>	<ul style="list-style-type: none"> <li>Vulnerable groups or individuals receive provision around interventions including, Emotional Literacy Support, Forest School, Healthy Living at varying degrees of intensity.</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> <li>Ongoing training and support for staff to implement new PHSE scheme.</li> </ul>	<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</p>

	<p><b>£2,300</b> – Social and Emotional interventions delivered by TAs and HLTAs.</p> <p><b>£500</b> – training for teachers and TAs to support positive engagement</p>	<ul style="list-style-type: none"> <li>Case specific intervention from PP lead to signpost and develop staff in their skills of supporting pupils with self-esteem needs.</li> </ul>	<p>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 collaborative learning groups have a potential impact of +5 months of the course of an academic year.</p>
<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>Development of positive behaviour and building social skills</li> </ul>	<p><b>£2,200</b> - Contribution towards lunchtime nurture groups and imaginative play groups.</p> <p><b>£500</b> - Contribution towards purchasing subscription to Inclusion Support and EP support.</p> <p><b>£1,670</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.</p>	<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>Play workers 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> <li>Outdoor curriculum enrichment opportunities to engage, encourage and inspire children.</li> <li>Sports leaders employed to facilitate new and existing games/play.</li> <li>Staff training of pupil mentors/sport leaders to support the above.</li> <li>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.</li> <li>Whole school focus on Values. Explicit weekly and termly teaching of values, expectations and behaviour.</li> <li>Better behaviour re-launched and monitored by staff to ensure all school engagement.</li> <li>Inclusion support, behaviour support and EP procured to offer advice on a case by case basis.</li> </ul>	<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 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 and develop a greater engagement in learning.</p>

<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Continue attendance to be above the local and national average.</li> </ul>	<p><b>£2,000</b> - Breakfast Club and Afterschool Club fees.</p> <p><b>£650</b> - Contribution towards EWO to support attendance.</p> <p><b>£2,000</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).</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils dropping close to 96% attendance are tracked carefully.</li> <li>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.</li> <li>Persistent absentees lead to a meeting with the Education Welfare Officer.</li> </ul>	<p>Education Endowment Foundation parental engagement has a positive impact on average of 4 months' additional progress.</p>
--	---	--	--

**Total budgeted cost: £ 44,420**



# 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

- 

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

Challenge Area: Closing Gaps in Learning

- 

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

Challenge Area: Raise Self Esteem

- 

Challenge Area: Behaviour

- 

Challenge Area: Attendance

- 

Data from 2023 – 2024 to support:

Year 1 Phonics

Year 2 SATs

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+	GDS	EXS	GDS
Nat												

PP											
----	--	--	--	--	--	--	--	--	--	--	--

### Externally provided programmes

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

Programme	Provider