

Pupil premium strategy statement: Long Melford Church of England Primary

1. Summary information					
School	Long Melford Church of England Primary School				
Academic Year	2018-2019	Total PP budget	£42,520	Date of most recent PP Review	Sept 2017
Total number of pupils	163	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>England National all pupils</i>
% achieving expected standard or higher in reading, writing & maths	33%	67%
progress score in reading	-7.1	0.3
progress score in writing	-0.5	0.2
progress score in maths	1.3	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Limited vocabulary on entry to school - affects future reading comprehension, especially inference and deduction of more complex texts, understanding of mathematical concepts such as reasoning skills and problem solving and restricts the ability to write at age expected level.
B.	Historically there has been limited progress caused by a number of factors. Assessment is used to identify gaps in children's learning and support will be given to overcome the gap.
C.	63% (12) pupils that are eligible for PPG have Social or Emotional needs. These needs are expressed through behaviour patterns, increased anxiety and/or low self-esteem.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	10% of pupils have ongoing medical issues within their immediate family
E.	21% (4) pupils that are eligible for PPG are frequently late to school.
F.	21% (4) of pupils that are eligible for PPG have a lower than expected attendance rate during this academic year.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children quickly settle into school, transition is a smooth process and staff are quickly aware of support that is required, particularly regarding speech and language, and are able to make early assessment of gaps in learning. Baseline assessment monitors accelerated progress Pupil profiles are completed and revisited throughout the year	All children achieve GLD. All children are able to express themselves and their needs and have a growing vocabulary.
B.	Improve progress for children.	All children will reach age-expected targets within their academic year
C.	Raise self-esteem and improve attitude to learning Pupils feel well supported by staff and are able to access support through being directed to outside agencies as required. The ESLA provides opportunities to discuss issues of importance.	Improved academic resilience. Children's behaviour / social or emotional resilience is good and this supports their learning
D.	Improve speech and language provision in school in early intervention	Children will have access to SALT provision and increase their phonics ability and confidence in reading

5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A To improve and extend vocabulary skills</p>	<ul style="list-style-type: none"> Screening and implementation of Wellcomm Assessment and program that screens the children and identifies areas that staff are able to work on. This tool will be used with pupils when they enter Reception. The program will then be able to be followed to build and develop Speech and Language and vocabulary skills by the end of the school year. Rainbow Breakfast and After School clubs are on offer as well as Football, Gym Buddies, Dance and Games Club to Nursery and Reception children. All clubs focus on the development of social skills including communication. Principles promoted within the classroom e.g. active listening are also promoted within clubs. Key vocabulary is used and reinforced, linked to the subjects being covered. Extra LSA support is provided within EYFS and up to Year 3 to provide SALT support and resources. 	<p>Maximising the opportunities within the school days for children to develop their vocabulary within a nurturing environment that will in turn enable them to access the wider curriculum with increased confidence.</p>	<p>More active conversational input by pupils evident in lesson observations and learning walks.</p> <p>Children displaying more confidence in performance and in different social contexts.</p> <p>LSA feedback reflects progress and can areas where pupils feel less confident.</p>	<p>SALT LSA Headteacher</p>	<p>Termly</p>

<p>B To raise attainment for all pupils.</p>	<ul style="list-style-type: none"> Track children carefully Identify barriers to learning Plan pre learning tasks to boost self-esteem and post learning tasks in order to support learning. Confidence (learning mentor) Accelerate progress through the use of targeted intervention and quality first teaching ELSA support LSA Learning Mentor Support Accelerated Reader to support reading comprehension. IXL to support Year 6 children and Y4/5 able children. Mathletics to support the consolidation of maths concepts. <p>First News: The National Literacy Trust has found, regularly reading First News leads to significant improvements in literacy and encourages children to read for pleasure more often</p>	<p>32% of PP pupils are not securely on track to meet age expected target in 2019 in reading compared to 24% non-PP children.</p> <p>44% of PP pupils are not securely on track to meet age expected target in 2019 in writing compared to 32% non-PP children.</p> <p>44% of PP pupils are not securely on track to meet age expected target in 2019 in maths compared to 31% non-PP children.</p>	<p>Ongoing monitoring programme by Class teachers, head, assistant heads, SENDCO and governors.</p> <p>Lesson observations/learning walks/work scrutiny by maths/English Subject Leaders.</p>	<p>Class teacher</p> <p>SENDCo</p> <p>Learning mentor</p> <p>ELSA</p> <p>Headteacher</p>	<p>July 2019</p>
<ul style="list-style-type: none"> Well Comm Assessment Program £349.95 Training and administration £293.00 2x morning sessions KS2 (SALT) £2380.32 4x morning sessions of EYFS / KS1 (SALT) £4117.68 Games Club LSA 1x hour per week £343.14 Games and resources that promote discussion and use of vocabulary £500.00 First News subscription £313.00 Subsidising Breakfast Club / After School Club sessions for young children. £500.00 35 hours per week of LSA time £12,009.90 Breakfast Club for Reception and KS1 £2167.00 					<p>Total budgeted cost £22,973.99</p>

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C Social and Emotional Needs do not have an adverse effect on pupil's progress and achievement</p>	<p>Class Teacher / HT track pupils progress from starting point via baseline assessment profiles</p> <p>ELSA supports these pupils through nurture groups and play therapy including sand and Lego therapy.</p>	<p>63% of the PP pupils have social / emotional needs which affect their learning behaviours leading to increased anxiety and/or low self-esteem. 10% of these pupils come from families that ongoing health issues.</p> <p>We strongly believe that pupils social and emotional wellbeing is a priority within our school and that children are unable to reach their full potential if this is not recognised.</p>	<p>Pupil progress meetings will discuss behaviour and attitudes to learning and evidence that children are making good progress despite barriers.</p> <p>The class teacher / ELSA / headteacher will monitor impact via pupil perception and attitudes to learning. Teacher feedback.</p> <p>Lesson observations/learning walks/work scrutiny</p>	<p>Headteacher Learning mentor SENDco</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> ● HLTA / ELSA x1 day per week £3196.00 ● Lego therapy resources £300.00 ● Sand tray and sand £100.00 ● Nurture Room resources £1000.00 ● ELSA course £700.00 ● Supervision linked to course £500.00 				<p style="text-align: right;">Total budgeted cost <u>£5796.00</u></p>	

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D. External factors linked to family health do not have an adverse effect on progress and achievement of pupils</p>	<p>The children who have parents that have ongoing health issues and are young carers for that parent. The ELSA supports these pupils through nurture groups, play therapy, support. The ELSA supports these parents with weekly telephone calls giving them information and having contact with them. .</p> <p>Cost of Year 6 residential Update school policy to state that school trips cost will be met by PP funding as required.</p>	<p>Pupil progress meetings evidence that 10% of PP pupils have been adversely effected by health issues within their immediate family and are young carers to one of their parents.</p> <p>Stress, time restraints from appointments, lack of parental interaction/support are all considerations when targeting support for these pupils.</p>	<p>Lesson observations Learning walks Work scrutiny Discussions with child Feedback from LSA and class teacher</p>	<p>Headteacher ELSA SENDco</p>	<p>Ongoing</p>
<p>E. Children's self-esteem and attitude to learning is raised as well as progress for children by ensuring that they are in school for the whole school day.</p>	<p>Breakfast Club Support for parents from Social Care Rewards / visits for the child. Discussions with the families.</p>	<p>21% of PP children are frequently late for school.</p> <p>Pupil progress meetings evidence that 10% of PP pupils have been adversely effected by health issues within their immediate family and are young carers to one of their parents. 100% of these children are frequently late for school.</p>	<p>Lesson observations Learning walks Work scrutiny Discussions with child Feedback from LSA and class teacher</p>	<p>Headteacher ELSA Classteacher</p>	<p>Ongoing</p>
<p>F Children's self-esteem and attitude to learning is raised as well as progress for children by ensuring that they are in school for an increased number of school days.</p>	<p>Breakfast Club Support for parents from Social Care Rewards / visits for the child. Discussions with the families.</p>	<p>21% of PP children are frequently late for school.</p> <p>Pupil progress meetings evidence that 10% of PP pupils have been adversely effected by health issues within their immediate family and are young carers to one of their parents. 100% of these children are frequently late for school.</p>	<p>Lesson observations Learning walks Work scrutiny Discussions with child Feedback from LSA and class teacher</p>	<p>Headteacher ELSA Classteacher</p>	<p>Ongoing</p>

<ul style="list-style-type: none"> • Telephone call costs £20.00 • Residential Trip x1 £151.00 • Kentwell Hall Trip x3 £48.33 • Kentwell Hall Tudor costumes x3 £60.00 • Rewards / trips for children £100 • Breakfast Club subsidy for KS2 PP children who attend £2516.33 • Easter School staffing £733.00 • Learning Mentors in KS1 and KS2 £542 • Accelerated Reader, Mathletics, IXL, TT Rockstars for KS2 PP children £1,00.00 • LSA support for Booster Clubs £180.60 • 1-1 tuition for PP children £1,200 • Maths Club £500.00 • English Club (Comprehension) £250.00 • Year 6 CPG Revision Books (8 sets) £80.00 • 22.5 hours per week Intervention Support for pre and post teaching £8926.20 	Total budgeted cost £16,307.46
Total Expenditure: £45,077.45	

6. Review of expenditure				
Previous Academic Year		2017 - 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A To improve and extend vocabulary skills</p>	<p>Wellcomm Assessment and program that screens the children and identifies areas that staff are able to work on. This tool will be used with pupils when they enter Reception. The program will then be able to be followed to build and develop Speech and Language and vocabulary skills by the end of the school year.</p> <p>Rainbow Breakfast and After School clubs are on offer as well as Football, Gym Buddies, Dance and Games Club to Nursery and Reception children. All clubs focus on the development of social skills including communication. Principles promoted within the classroom e.g. active listening are also promoted within clubs. Key vocabulary is used and reinforced, linked to the subjects being covered.</p> <p>Extra LSA support is provided within EYFS and up to Year 3 to provide SALT support</p>	<p>The Wellcomm Assessment has been purchased and training for two members of staff has taken place. Due to the time that training took, the time for screening was delayed. The impact of this delay was that children did not complete a long amount of support so progress was limited.</p> <p>Clubs worked well, an example was Games Club. This club worked well and was run by one of the EYFS team. It developed the skills that were needed and reinforced the work being undertaken in EYFS. The impact was seen in both PP and Non-PP children with positive progress in social communication and turn taking.</p> <p>The numbers of children attending clubs increased as the charge for school run clubs was removed.</p> <p>KS1 and Year 3 SALT support had a positive impact. The LSA was able to deliver a program that was supported by the SAL Therapist. The result was that two of the</p>	<p>The progress was limited but the SALT sessions were targeted more closely to the needs of children. Screening will involve at the same time as the Baseline data in September 2018. This will enable children to receive a sustained programme of support. Support will also take place in Year 1 this year to meet the SALT needs of children.</p> <p>Rainbow Club worked really well. This has begun to get increasingly popular with children and parents. We will need to look at clubs for EYFS and KS1.</p> <p>Costs for school run clubs (other than for Rainbow Club which offers childcare from 7.30 am to 6 pm) have not been reinstated this year so that we can encourage as many children as possible to attend.</p> <p>SALT when you have a structured plan is easier to deliver. We felt that a diagnostic screening tool that could be used at the start of EYFS would give us the structured plan that would make the work undertaken</p>	

	and resources.	children (who also received support from the Speech and Language Therapist) have been discharged from the clinic, although will receive ongoing support in school. In EYFS impact was positive.	meet the needs of the children and enable them to make even better progress.	
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<p>B To raise attainment for all pupils.</p>	<ul style="list-style-type: none"> • Track children carefully • Identify barriers to learning • Plan pre learning tasks to boost self-esteem and post learning tasks in order to support learning. • Confidence (learning mentor) • Accelerate progress through the use of targeted intervention and quality first teaching • ELSA support • LSA Learning Mentor Support • Accelerated Reader to support reading comprehension. • IXL to support Year 6 children and Y4/5 able children. • Mathletics to support the consolidation of maths concepts. <p>First News: The National Literacy Trust has found, regularly reading First News leads to significant improvements in literacy and encourages children to read for pleasure more often.</p>	<p>Target Tracker was used to track pupil data. Training took place for all staff on how to use the data. Pupil Progress Meetings were held. Data was monitored and assessments were moderated within school and between local schools. Cold tasks and hot tasks were used to identify starting points, areas of need and how the planned unit of work should look. Interventions were used to support the learning.</p> <p>The impact was that the teaching was more closely related to the needs of the children and that QFT improved across the school. Resources were used to particularly ensure that our KS2 pupils were Secondary Ready. This included running a two day Easter School for Year 6.</p>	<p>The QFT expectations are now embedded and are part of everyday teaching. Pupil Progress Meetings give a valuable opportunity to discuss children and their progress and to discuss how barriers to learning can be overcome.</p> <p>Interventions and their delivery will remain a focus – different interventions are now needed to meet the different needs that we have.</p> <p>Booster sessions and Easter School were important times to focus and target support at our Year 6 children.</p> <p>TT Rockstars Accelerated Reader IXL were important in consolidating learning.</p>	
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<p>C Social and Emotional Needs do not have an adverse effect on pupil's progress and achievement</p>	<p>Class Teacher / HT track pupils progress from starting point via baseline assessment profiles</p> <p>ELSA supports these pupils through nurture groups and play therapy including sand and Lego therapy.</p>	<p>Target Tracker was used to track pupil data. Training took place for all staff on how to use the data. Pupil Progress Meetings were held. Data was monitored and assessments were moderated within school and between local schools. Cold tasks and hot tasks were introduced and were used to identify starting points, areas of need and how the planned unit of work should look. Interventions were used to support the learning.</p> <p>The impact was that the teaching was more closely related to the needs of the children and that QFT improved across the school. Resources were used to particularly ensure that our KS2 pupils were Secondary Ready. This included running a two day Easter School for KS2 SATs.</p>	<p>The QFT expectations are now embedded and are part of everyday teaching. Pupil Progress Meetings give a valuable opportunity to discuss children and their progress and to discuss how barriers to learning can be overcome.</p> <p>Interventions and their delivery will remain a focus – different interventions are now needed to meet the different needs that we have.</p> <p>Booster sessions and Easter School were important times to focus and target support at our Year 6 children.</p> <p>TT Rockstars Accelerated Reader IXL were important in consolidating learning.</p>	

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<p>D. External factors linked to family health do not have an adverse effect on progress and achievement of pupils</p>	<p>The children who have parents that have ongoing health issues and are young carers for that parent. The ELSA supports these pupils through nurture groups, play therapy, support. The ELSA supports these parents with weekly telephone calls giving them information and having contact with them. .</p> <p>Cost of Year 6 residential Update school policy to state that school trips cost will be met by PP funding as required.</p>	<p>A residential trip is important during Primary School, especially if you have not been away from home before, or not been away without your whole family. The children tried activities that they had not done before and it was a great opportunity to have fun-time all together before the children separated to their secondary schools.</p>	<p>We will continue this.</p>	