



## Pupil premium strategy statement – Long Meadow School 2020-21

The Pupil Premium is allocated to local authorities and schools with pupils on roll that are known to be disadvantaged. Disadvantaged pupils in this case are defined as;

- Those in receipt of free school meals at any time in past six years
- Looked after children and those who have left care through adoption or other routes
- Service children who are flagged in the school census or who have been at any point in the last five years

Pupil Premium is not allocated to individual pupils – institutions can decide how best to use their overall allocation for the educational benefit of disadvantaged pupils. Parents are strongly encouraged to register their child as eligible for FSM so that each school receives their maximum Pupil Premium entitlement.

At LMS, we take into account the following factors when deciding how to spend Pupil Premium funding:

- How to use research findings which show relative effectiveness of different interventions
- How to adapt high quality whole class teaching to meet the needs of all pupils, and especially those eligible for Premium funding
- How to identify the right provision for Pupil Premium pupils: what is effective for one might not be so effective for another
- How to ensure that Pupil Premium pupils have the opportunity to apply and consolidate what they have learnt in group and individual provision
- How to enhance provision if the pupil also has special education needs or disabilities (SEN/D)
- How to train teachers and teaching assistants so that the needs of all pupils, especially those eligible for the Pupil Premium, are met
- How to allow Pupil Premium pupils full access to an enriched curriculum, including trips and visits, particularly residential

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|-------------------------------|--------------------|-----------------------------------------|---------|
| <b>School</b>                 | Long Meadow School |                                         |         |
| <b>Academic Year</b>          | 2020/21            | <b>Total PP budget</b>                  | £74,000 |
| <b>Total number of pupils</b> | 412                | <b>Number of pupils eligible for PP</b> | 48      |

| <b>Attainment</b>                                                            |                                                 |                                                        |
|------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------|
| End of KS2 2018/19                                                           | <i>Disadvantaged pupils<br/>(in our school)</i> | <i>Non-disadvantaged pupils<br/>(national average)</i> |
| <b>% achieving expected standard or higher in reading, writing and maths</b> | 36%                                             | 71%                                                    |
| <b>% achieving higher standard in reading, writing and maths</b>             | 0%                                              | 13%                                                    |
| <b>Progress score in reading</b>                                             | +0.50                                           | +0.32                                                  |
| <b>Progress score in writing</b>                                             | -0.87                                           | +0.27                                                  |
| <b>Progress score in maths</b>                                               | +1.16                                           | +0.37                                                  |

| <b>Barriers to future attainment- Internal and External (for pupils eligible for PP, including high ability)</b>                                                                                              |
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| Low self-esteem leading to poorly developed learning behaviours                                                                                                                                               |
| Some children have support from external agencies due to a range of complex needs                                                                                                                             |
| Access to a range of experiences, including social and educational out of school activities                                                                                                                   |
| Some children do not arrive at school fully prepared, resourced and ready to learn. Pupil attendance, although generally good is weaker for PP eligible pupils compared to non-Pupil Premium children         |
| Home environment and/or lack of routine means that PP children arrive less prepared for learning, e.g. incomplete home learning, missing uniform, disrupted evening / morning routine, emotional difficulties |
| Some PP children have low prior attainment, either at the start of EYFS or whenever they joined the school in later year groups                                                                               |
| PP children do not always make expected progress from their starting points. The difference between PP and non-PP children's progress is most significant in writing                                          |
| Many of the PP children lack the resilience of their peers.                                                                                                                                                   |
| COVID-19 has had an impact on how we have been able to implement previous plans                                                                                                                               |

**Current Academic Year provision 2020/21**

**1. Personalised (e.g. trips etc.)**

| <b>Chosen action/approach</b>                                                                                                                                                                                                                                      | <b>Reasons for this approach?</b>                                                                                                                                                                                                                                                                                       | <b>How will this be measured?</b>                                                                                                                                                                                                   |
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| <p><b>Financial support for educational trips and residential</b><br/> <i>Where possible, we aim for all children to partake in trips and visits. These may be discounted for key year groups to ensure PP children are able to access them</i></p>                | <p>At LMS we believe in educating the whole child. Levels of deprivation, for some, are high and many families struggle financially. This will allow fair access to all trips and visit for PP children.</p>                                                                                                            | <ul style="list-style-type: none"> <li>• Attendance records on trips. Increased % of PP children attending visits and trips</li> </ul>                                                                                              |
| <p><b>Library and book shop visits to read/ purchase materials to support reading at home and school</b><br/> <i>Termly visits by school minibus to central library and bookshops. Purchase of reading materials to support learning in class and at home.</i></p> | <p>Our PP children in general do not have access to a vast number of books, of varying types, at home. They do not also get visits/trips/experiences that some other children may take for granted. This support will ensure Increased access to books at home while allowing our reading profile to be heightened.</p> | <ul style="list-style-type: none"> <li>• Gap between PP and Non-PP children in reading decreases</li> <li>• PP children make good or better progress in reading</li> <li>• Positive feedback from children about reading</li> </ul> |

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| <b>Budgeted % of total</b> | <b>21%</b> |
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**2. Intervention/Targeted support**

| <b>Chosen action/approach</b>                                                                                                                                                                                                 | <b>Reasons for this approach?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>How will this be measured?</b>                                                                                                                                                                                                                                                                                                                |
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| <p><b>Online Interventions purchased</b><br/> <i>Doodle Maths, Times Table Rocks Stars and Oxford Owl – Maths and English Interventions. Purchase costs to be used in class, for interventions and for Home Learning.</i></p> | <p>A lot of our PP children are not supported fully at home. Using online interventions/apps allow them to get daily practice and consolidation without any adult support at home. The apps also allow a 'little and often' approach for PP children to ensure basic key skills are reinforced every day/week. Research suggests that educational Apps can provide an individualised and targeted form of practice, which, when implemented as a time-limited intervention nested within a well-rounded curriculum, can support mastery of early skills.</p> | <ul style="list-style-type: none"> <li>• Individual PP usage monitored</li> <li>• Progression through the Apps monitored and records by class teacher and PP lead</li> <li>• Use at home and in school increases</li> <li>• Attainment and progress for PP increases</li> <li>• Gap between PP and non-PP in English and maths closes</li> </ul> |

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| <p><b>Booster groups for Literacy and Numeracy</b><br/> <i>Taught by HLTA. Individual Pupil Premium pupils are targeted for additional small group and 1:1 support. Contribution towards HLTA salary.</i></p>                                                                                                                                                                                                                                                                                                                  | <p>Ofsted found that most schools that use booster classes have a positive impact on attainment. Many pupils, regarded as 'borderline' become secure. Booster groups undoubtedly also contribute to increased pupils' confidence and motivation.</p>                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Overall progress and attainment improves</li> <li>• Baseline taken before boosters start, then end baseline taken and analysed</li> </ul>           |
| <p><b>Home Learning Resources</b><br/> <i>Resources will be purchased for PLAC and LAC children to support their individual needs and academic target areas at home/in foster care placements, including developing their knowledge and understanding in reading, writing and maths and ensuring their emotional wellbeing is maintained</i></p>                                                                                                                                                                               | <p>Studies show that home learning improves achievement in terms of improved grades, test results, and the likelihood to attend further education. Home learning helps to reinforce learning and develop good study habits and life skills. Home learning allows parents/Carers to be involved with their child's learning.</p>                                                                                          | <ul style="list-style-type: none"> <li>• Progress in individual needs areas improve</li> <li>• Boxall/Spencer scores show improved emotional well-being for the specific children</li> </ul> |
| <p><b>Key Stage 2 1:1 tuition</b><br/> <i>Maths and English taught by qualified and experienced teachers with a proven track record of increasing attainment</i></p>                                                                                                                                                                                                                                                                                                                                                           | <p>Research has found that 1:1 tuition, with high quality teachers, has a great impact upon the progress of all children. PP will, of course, also benefit from this as well as raising their own self esteem in learning, being able to address any misconceptions and building upon prior knowledge. This is, of course, on top of Quality First Teaching.</p>                                                         | <ul style="list-style-type: none"> <li>• Gap for these children and non-PP children decreases</li> <li>• Attainment and progress increases/accelerates</li> </ul>                            |
| <p><b>Forest School</b><br/> <i>Staffing costs (HLTAS and TAs) and resources</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Some children find the average classroom experience difficult. To increase motivation and engagement for children who find classroom learning challenging, we will support them with outdoor learning, which in turn will improve their school experience</p>                                                                                                                                                         | <ul style="list-style-type: none"> <li>• PP children participate fully and actively in the sessions</li> <li>• Report on individual participation and skills completed</li> </ul>            |
| <p><b>1:1 or small group tuition for SEN/PP children</b><br/> <i>To ensure that Pupil Premium pupils who are also SEND make at least expected progress in reading, writing and maths.<br/> Targeted 1-1 programmes to support individual academic need in across the curriculum but specifically with reading, spelling and maths. AHT and DH target groups across year groups focused on literacy skills (Y5/4/3) – use of On Track English programme to focus on comprehension, sentence work, reading and spelling.</i></p> | <p>On top of Quality First Teaching, research has found that 1:1 tuition, with high quality staff and teachers has a great impact upon the progress of all children. This is as well as raising their own self esteem in learning, being able to address any misconceptions and building upon prior knowledge. SEND children can at times show slower progress through the school. This need to accelerate for them.</p> | <ul style="list-style-type: none"> <li>• Reading, spelling and maths attainment and progress improves</li> <li>• SEND children show accelerated progress</li> </ul>                          |

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| <p><b>Read Write Inc – Literacy Intervention</b><br/> <i>2 x Development Days purchased. Further resources purchased. Taught by Teachers, HLTAs and Learning Support Assistants.</i></p>                                                                                                                                                                                                                                                   | <p>Investigation into school assessment information has showed that although our phonics scores have vastly improved, the disrupted year means some children continue not to make the progress they would of. This programme will ensure ALL staff are continually developed and externally observed by a trained RWI Ruth Miskin Trainer.</p>                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Individual progress for phonics increases across the school in all year groups</li> <li>• School is above national average in the National Phonic tests and re-tests</li> </ul> |
| <p><b>Curriculum enhancement for able and more able children</b><br/> <i>To ensure children ‘working at or towards greater depth’ reach greater depth at the end of the year Attendance at writers’ workshops; author visits; more able maths; maths competitions to enhance opportunity and breadth in learning as sessions become available. University visits supporting raised aspirations.(accessible to Y5 and Y6 children).</i></p> | <p>A lot of school may see PP children as always lower attaining pupils. At LMS we have a wide range of ability children who are PP. We need to ensure that more able PP children get the opportunities they need also. We will enhance their curriculum to support them academically both in school, with the wider community and for future life choices. Some children at LMS have no experience of university etc as their parents did not go into higher education with some not finishing school.</p> | <ul style="list-style-type: none"> <li>• HAP PP children attain greater depth</li> <li>• Gap between % of PP children at greater depth and no PP children closes</li> </ul>                                              |
| <b>Budgeted % of total</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>36%</b>                                                                                                                                                                                                               |
| <b>3. Universal/other approaches</b>                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                          |
| <b>Chosen action/approach</b>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Reasons for this approach?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>How will this be measured?</b>                                                                                                                                                                                        |
| <p><b>Leadership of Pupil Premium Provision (Assistant Head Teacher / Teaching and Learning Champion)</b><br/> <i>Monitoring of provision throughout the school; training for staff on interventions and support; accountability for Pupil Premium pupils’ progress throughout the school, be the lead for Read Write Inc, and oversees coaching. Salary costs for AHT.</i></p>                                                            | <p>Having a non-class-based leader who is able to ensure PP provision is the best it can be at all times will ensure that the chances of this succeeding increases. This leader (who is an outstanding teacher themselves) will also be a Teaching and Learning Champion who will work in classes with and alongside teachers. This will ensure that there are improvements in Teaching and Learning for all. This leader also leads RWI across the school</p>                                              | <ul style="list-style-type: none"> <li>• progress of PP and LAC/PLAC pupils in English and maths increases</li> <li>• % of good/outstanding teaching improves</li> </ul>                                                 |
| <p><b>Sports coach employed</b><br/> <i>Additional extra-curricular PE, Sports and Well Being opportunities for disadvantaged pupils – lunchtime and after school clubs and activities. Support given to individual PP children. Contribution towards salary costs.</i></p>                                                                                                                                                                | <p>Some PP children do not access extra-curricular PE for a number of reasons. We need to improve health, wellbeing and fitness levels for disadvantaged pupils.</p>                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Observed improved health, well-being and fitness levels for disadvantaged pupils</li> <li>• Attendance registers for before and after school clubs</li> </ul>                   |

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| <p><b>Teacher/pupil 1:1 teaching/meeting time per term and pupil interviews</b><br/> <i>To provide 1:1 time with teacher, the child and the AHT/DHT cover to allow time. Hourly sessions allocated specifically with class teacher and each identified Pupil premium child – twice yearly Autumn and Spring Terms (Summer Term if required).<br/> - Person Centred meetings with families/children who are not meeting expectations</i></p> | <p>At LMS we pride ourselves in meeting the needs of varying groups of children. To do this we place an emphasis on high quality, focussed meeting time to ensure that we are able to build confidences, share successes, address target areas, work on teaching points, raise profile and ensure needs are appropriately met. This also allows time for discussing progress to date, next steps and a targeted teaching session. Person Centred meetings with families/children are to support shared understanding and knowledge and to support learning at home</p> | <ul style="list-style-type: none"> <li>● Progress and attainment of PP children increases</li> <li>● Success/completion of individual targets increases</li> <li>● Gap between PP and Non-PP children closes</li> </ul> |
| <p><b>Learning Mentor employed</b><br/> <i>Additional support for disadvantaged pupils with social, emotional and behavioural needs and support for improving attendance and punctuality of disadvantaged pupils. Support for parents of disadvantaged pupils.</i></p>                                                                                                                                                                      | <p>Some PP children need additional support to access school life. Additional, dedicated time for these children and their families, when they need it is vital to ensure they are able to get to school, on time and are ready to learn.</p>                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>● Observed, improved confidence, self-esteem, behaviour and attendance of disadvantaged pupils.</li> <li>● Boxall Profile scores</li> <li>● Spencer Test scores</li> </ul>       |
| <b>Budgeted % of total cost</b>                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 43%                                                                                                                                                                                                                     |
| <b>Total budgeted cost</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | £74000                                                                                                                                                                                                                  |

| Review of expenditure 2019-20 (Previous Academic Year)                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
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| Desired outcome Chosen action/approach                                                                                                                                                                                                                       | Estimated impact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lessons learned /Cost |
| <p>Booster groups for Literacy and Numeracy<br/>Taught by HLTA. Individual Pupil Premium pupils are targeted for additional small group and 1:1 support.<br/>Contribution towards HLTA salary.</p>                                                           | <p>Due to school closures because of COVID-19, we are unable to measure the impact of how we have spent our Pupil Premium funding against the pupils attainment. Therefore, we are unable to identify if the gap between Pupil Premium and Non-Pupil Premium pupils has been closed this year. The DfE have suggested that schools “may wish to monitor and report on the grant’s impact at the end of the current financial year – covering the whole period since September 2019 but giving most detail about its use and impact from September 2020 to March 2021.”</p> |                       |
| <p>Learning Mentor<br/>Additional support for disadvantaged pupils with social, emotional and behavioural needs and support for improving attendance and punctuality of disadvantaged pupils. Support for parents of disadvantaged pupils. Salary costs.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
| <p>Sports Coach<br/>Additional extra-curricular PE, Sports and Well Being opportunities for disadvantaged pupils – lunchtime and after school clubs and activities. Support given to individual PP children. Contribution towards salary costs.</p>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
| <p>Key Stage 2 1:1 tuition<br/>Maths and English taught by qualified and experienced teacher with a proven track record of increasing attainment</p>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
| <p>Read Write Inc – Literacy Intervention<br/>Whole school training. All resources purchased. IDHT attended central training. Taught by HLTAs and teaching assistants.</p>                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
| <p>Outdoor Learning<br/>Staffing costs (HLTAs and LSAs) and resources</p>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
| <p>Year 6 SATs revision books<br/>All Pupil Premium children are given SATS revision books for all subject areas</p>                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |

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| <p>Counselling<br/>Key children given counselling and reports written for parents and meetings as necessary.</p> |  |
| <p>Counselling<br/>Key children given counselling and reports written for parents and meetings as necessary.</p> |  |
| <p>Teacher/LSA Interventions<br/>Small group work. Focused on overcoming gaps in learning.</p>                   |  |