

Pupil Premium Strategy 2019/ 20- 2022/ 23



Longwood Infant Academy

Pupil Premium Leader- Jess Knighton
Pupil Premium Governor- Chris Clark

Summary information: LONGWOOD INFANT ACADEMY					
Total number of pupils	46	Number of pupils eligible for PP (£1320 per pupil)	5	Number of pupil eligible for PP+ (£2300 per pupil)	0
Total PP Budget for 2020/ 21	£6600	Service Children (£300 per pupil)	0		

Cohort Information 2020/ 21: LONGWOOD INFANT ACADEMY		
Characteristic	Number of pupils	Percentage of cohort
Boys	16	34.8%
Girls	30	65.2%
SEN	6	13%
EHC	1	2.2%
CLA	0	0%
EAL	0	0%

Performance Indicators- 2018/ 19: LONGWOOD INFANT SCHOOL		NO VERIFIED DATA FOR 2019/20 due to COVID-19	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EYFS- Good level of development	100%	100%	74%
% achieving year 1 phonics screening check	100%	100%	84%
% achieving expected standard in KS1 Read, Writing, Maths	0%	77%	69%
% achieving expected standard in KS1 reading	0%	77%	79%
% achieving expected standard in KS1 writing	0%	77%	73%
% achieving expected standard in KS1 maths	100%	92%	79%
Attendance 18/19	96.02%	95.41%	96%

Attendance (Sept 2020 – current)	92.89%	96.43%	96%
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Internal barriers to future attainment

Pupils' ability to engage at ARE due to fragmented build up of knowledge during school closure. (Catch Up Plan: Barrier C)

Limited automaticity of taught GPC linked associated with mismatched GPCS reading books, impacting on low levels of engagement in reading. (Catch Up Plan: A)

External barriers to future attainment

Limited life experiences of some of the pupils, due to the local context (rural, ex-mining village), may inhibit engagement and aspirations for future success.

Some families understanding of school closure and value of good attendance has led to poor rates of attendance, particularly for some disadvantaged pupils.

Lower application for Pupil Premium from families.

Across the school population there has been a varied spectrum discipline, routine, structure, capabilities in the home environment, which has impacted on pupil's social and emotional wellbeing and mental health. (Catch Up Plan: Barrier D)

In some cases, an inherent lack of experience and modelling of correct language that could have a vast impact on the poverty of language across the school. (Catch Up Plan: Barrier B)

Priorities		Success criteria
<p>1</p> <p>To increase achievement of disadvantaged pupils to the national average in reading, writing and maths in order to diminish the difference between school disadvantaged pupils and their national non-disadvantaged peers.</p> <p>SIP: 1.3, 2.3</p> <p>Catch Up Plan: Barrier A & C</p>	<p>100% of teaching is good or better across all schools for PP children.</p> <p>Curriculum delivery diminishes the inherent barriers presented within the context of the schools.</p> <p>Evidence of improvement in engagement and outcomes of disadvantaged children is present in monitoring and classroom visits.</p> <p>Remote learning will mirror the high-quality education pupils are receipt of in school.</p> <p>Disadvantaged pupils to achieve the national average for EXS and GDS in external data points.</p>	
<p>2</p> <p>To increase the attendance for PP children by strengthening engagement with families.</p> <p>Catch Up Plan: Barrier G</p>	<p>Attendance of disadvantaged children to be in line with non-disadvantaged children, and for the school attendance to increase to at least the National average. (CURRENTLY: PP – 92.9% V Non-PP 96.4%)</p> <p>Reduction in persistent absenteeism for disadvantaged children, and for the school persistent absenteeism figure to reduce to at most the National average.</p> <p>Improvement in punctuality for disadvantaged children.</p>	
<p>3</p> <p>To raise the expectations and aspirations of and for PP children ensuring everyone maximises their potential.</p> <p>SIP: 3.2</p>	<p>All disadvantaged children can name a career that they would like in the future by the time they leave primary (y6).</p> <p>Teachers and children have the mindset that all children can achieve.</p> <p>Disadvantaged children achieve in line with non-disadvantaged children at all external data points.</p>	
<p>4</p> <p>To develop PP children’s oral language skills to ensure correct use of standard English with wider vocabulary which will narrow the vocabulary gap</p> <p>SIP: 4.3</p>	<p>EYFS staff member to deliver NELI (Nuffield Early Language Intervention).</p> <p>Progression of vocabulary to mapped out across the curriculum by subject leaders.</p> <p>Pupils to be immersed in specific vocabulary through displays, working walls and resources.</p>	

Priorities		Success criteria
	Catch Up Plan: Barrier B.	<p>Pupils exposed to aspirational language through the wider curriculum e.g. picture news.</p> <p>Aspirational language being modelled and promoted consistently across the school.</p> <p>Pupil Voice and Learning Committee being developed in school.</p> <p>Evidence of improvement in spoken language is present in monitoring and classroom visits.</p> <p>Progress is made by children with SALT intervention.</p>
5	<p>To counteract pupils poverty of experience by providing wider experiences within and outside the school day for PP children.</p> <p>SIP: 3.2</p>	<p>KS1 reading attainment maintains at least National as a result of children's wider knowledge and understanding.</p> <p>Pupil voice discussions highlight how disadvantaged pupils are more able and confident to talk about their experiences outside of school.</p> <p>Monitoring, including book looks and classroom visits, evidence the use of wider experiences as a starting point or enhancement to learning within the classroom.</p> <p>Learning environments celebrate the experiences of pupils at PVA.</p>
6	<p>To support PP children with their well-being and social and emotional resilience, ultimately positively impacting on disadvantaged pupil's engagement in school.</p> <p>SIP: 2.4</p>	<p>Pupil voice will identify improvements in disadvantaged children's self-belief and ability to name support mechanisms, promoting resilience.</p> <p>FRW evaluations will show an improvement in children's social-emotional health.</p>
7	<p>To ensure PP results in reading and phonics improve.</p> <p>SIP: 2.4</p>	<p>Statistics for reading and phonics will show an improvement for reading and phonics for PP children from last year.</p> <p>The percentage of Y1 PP children passing the phonics screening will be more in line with national for all pupils.</p>

Priorities	Success criteria
	The percentage of KS1 PP children achieving ARE in reading will have improved on last year's statistics.

Priority 1					
To increase achievement of disadvantaged pupils to the national average in reading, writing and maths in order to diminish the difference between school disadvantaged pupils and their national non-disadvantaged peers.					
Overall Success Criteria					
<p>100% of teaching is good or better across all schools.</p> <p>Curriculum delivery diminishes the inherent barriers presented within the context of the schools.</p> <p>Evidence of improvement in engagement and outcomes of disadvantaged children is present in monitoring and classroom visits.</p> <p>Remote learning will mirror the high quality education pupils are receipt of in school.</p> <p>End of KS1 Reading outcomes at KS1 are at least in line with national, including those of PP children.</p>					
Evaluating method for measuring progress against success criteria					
<p>Analysis of attainment and progress data for EYFS, KS1 and KS2.</p> <p>Classroom visits</p> <p>Pupil voice</p> <p>Pupil Progress meetings</p> <p>Learning walks</p> <p>Work scrutiny</p> <p>Termly lesson observations</p> <p>Book looks</p>					
Resource implication for priority 1 £2000					
Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Developmental visit (lesson observation) format captures information about PP children.	EEF research shows that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."	Aut 2020	SLT	SLT monitor provision, providing bespoke	ADAPT LESSON OBS PROFORMA.

CPD and targeted support are informed by developmental visit observations of PP children.			JKn	support where appropriate. Developmental visits. Book looks. Data analysis. Learning Walks. CPD time. Resource purchases.	
Curriculum is developed to address needs of the local context.		Aut 2020 Ongoing	SLT		
Resources are purchased to support high-quality delivery.					
Targeted Booster Groups 1:1 Interventions Targeted in-class support for specific pupils Reduced size phonics groups HLTA employed at Longwood to deliver quality first teaching to year 1's and high quality targeted interventions.	EEF research shows that "TAs support individual pupils or small groups, which on average show moderate positive benefits"	Aut 2020 Ongoing	SCI - SENCO SLT		
PP provision map identifies barriers to learning and is used to target support, including in-class.	Identification and provision mapping of barriers to learning will support social and emotional learning which EEF research shows "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school."	Spr 2021	ABu SCI		
Ensure remote provision mirrors in-school through lesson design, content and expectations (Catch Up Plan BARRIER C)	EEF remote learning for pupils EEF remote professional development Poor attendance negatively impacts future attainment (DfE, 2016)	Spring 2021	SLT		

Priority 2
To increase the attendance for PP children by strengthening engagement with families.
Overall Success Criteria
Attendance of disadvantaged children to be in line with non-disadvantaged children, and for the school attendance to increase to at least the National average. Reduction in persistent absenteeism for disadvantaged children, and for the school persistent absenteeism figure to reduce to at at most National average. Improvement in punctuality for disadvantaged children to be at least in line with National Average.
Evaluating method for measuring progress against success criteria
Statistical analysis of attendance and punctuality measures.

Family Resource Worker and PP/Attendance lead work with families is more successful due to higher levels of engagement. Monitoring including through classroom/assembly visits and pupil voice shows a higher profile of attendance, particularly good attendance.					
Resource implication for priority 2 £500					
Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Raise awareness and profile of attendance through personalised half termly attendance letters.	Rogers & Feller, 2017 "Sending brief letters to parents comparing the attendance of their children to their peers, in order to correct their own attendance bias, has a positive impact."	Termly	ABu RBa Admin		
<u>Incentivise good attendance:</u> Termly 100% attendance certificates Termly 100% attendance prizes for families Termly 100% attendance badges for children Termly 98-99% attendance certificates Weekly 100% attendance rewards (stickers/dojos) Weekly Best Attendance class reward (non-uniform day)	DfE, 2015 "the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2"	Termly	ABu RBa Admin	£1500 ABu time Admin time RBa time	
<u>A graduated response created to manage poor attendance:</u> Home visits Offers of support from school to help parents improve attendance Family Resource Worker intervention Attendance Improvement meeting Referrals to outside agencies where appropriate Penalty Notice Prosecution	USA IoES, 2017 "Any strategies employed to improve attendance are only really successful if they are supported by intensive and individualised support for the targeted students."	Monthly	ABu RBa Admin		
Review penalty notice/prosecution actions within attendance policy.		Aut 2020	ABu	ABu time	
Review admin systems and recruit dedicated Attendance School Business Administrator	This would add capacity to support with monitoring and	Aut 2020 onwards	ABu SPo		Was C.Br and now

	administration for attendance improvement systems.				S.Mo taking on this role.
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Priority 3					
To raise the expectations and aspirations of and for PP children ensuring everyone maximises their potential.					
Overall Success Criteria					
All disadvantaged children can name a career that they would like in the future by the time they leave Year 6. Something about school culture -Teachers and children have the mindset that all children can achieve. Disadvantaged children achieve in line with non-disadvantaged children at all external data points.					
Evaluating method for measuring progress against success criteria					
Classroom visits Pupil voice interviews Learning environment monitoring Analysis of attainment and progress data for EYFS, KS1 and KS2.					
Resource implication for priority 3 £750					
Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Organise a careers week to expose children to the potential range of future careers.	https://www.educationandemployers.org/drawing-the-future-report-published/	Sum 2021	JKn	Resource development	
Target disadvantaged pupils for participation in the musical performances at the Trust Awards ceremony and other events.	Provides an opportunity for pupils with a passion for performance to go on stage in front of approx. 2500.	Sum 2021	JKn CBr FR-C	Transportation subsidy	
Pupil progress meetings prioritise and challenge PP outcomes.		Termly	All SLT	Data analysis. Developmental visits. Learning Walks. Book Looks. SLT time Teacher time	
Aspirational target setting for PP children.					
Specific monitoring timetable for PP.					
Performance Management include explicit targets for PP groups.					
		Aut 2020			

Develop a learning environment that reflects aspiration through high quality display and examples of work.	EEF research show that “Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students.”	Spr 2021	AB/MB/JKn	Maths & English leadership time to access support and plan next steps CPD cost Resource purchase Environment resources	
Develop mastery principles across all areas of the curriculum.		Spr 2021	JKn		
PP Champion to attend regular CPD and network meetings. PP Champion to deliver CPD and share good practice with staff.	Collaboration across schools increases the opportunity to improve approaches, learn and share with others.	Termly	JKn	DHT time T&D time	

Priority 4

To develop PP children’s oral language skills to ensure correct use of standard English with wider vocabulary which will narrow the vocabulary gap

Overall Success Criteria

EYFS staff member to deliver NELI (Nuffield Early Language Intervention).
 Progression of vocabulary to mapped out across the curriculum by subject leaders.
 Pupils to be immersed in specific vocabulary through displays, working walls and resources.
 Pupils exposed to aspirational language through the wider curriculum e.g. picture news.
 Aspirational language being modelled and promoted consistently across the school.
 Pupil Voice and Learning Committee being developed in school.
 Evidence of improvement in spoken language is present in monitoring and classroom visits.
 Progress is made by children with SALT intervention.

Evaluating method for measuring progress against success criteria

Classroom visits
 Pupil voice interviews
 Pupil progress discussions
 Learning environment monitoring
 Analysis of attainment and progress data for EYFS, KS1 and KS2.

Resource implication for priority 4 £750

Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Plan core vocabulary across the curriculum, within long-term and medium-term plans.	EEF research shows that “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension.”	Sum 2020	ABu/JKn	Teacher time CPD cost	Amber
Monitoring of vocabulary teaching focuses on disadvantaged children.		Spr 2021	JKn	Transportation subsidy	
Vocabulary rich environment		Aut 2020	MBe	Resource purchase	
Continue to access Derbyshire Speech and Language Therapy service to plan and monitor provision for children with poor speech. Speech and Language therapy		Aut 2020 Ongoing	SCI	SENCO to liaise and monitor when required TA time to deliver interventions	Green
Development of a language lead role in EYFS including participating in NELI Program.		Spr 2021	DDy	Teacher time CPD cost	

Priority 5					
To counteract pupils poverty of experience by providing wider experiences within and outside the school day for PP children.					
Overall Success Criteria					
<p>KS1 reading attainment maintains at least National as a result of children’s wider knowledge and understanding.</p> <p>Pupil voice discussions highlight how disadvantaged pupils are more able and confident to talk about their experiences outside of school.</p> <p>Monitoring, including book looks and classroom visits, evidence the use of wider experiences as a starting point or enhancement to learning within the classroom.</p> <p>Learning environments celebrate the experiences of pupils at PVA.</p>					
Evaluating method for measuring progress against success criteria					
<p>Classroom visits</p> <p>Pupil voice interviews</p> <p>Learning environment monitoring</p> <p>Analysis of attainment and progress data for EYFS, KS1 and KS2.</p>					
Resource implication for priority 5 £750					
Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Subsidised visits and experiences.	Increased exposure to different authentic experiences will support children in developing the cultural capital they need to succeed.	Aut 2020	ABu/JKn/SPO	SBM SLT monitor provision, providing bespoke support where appropriate. Developmental visits. Book looks. Data analysis. Learning Walks. CPD time. Resource purchase	No visits due to COVID.
Develop a ‘core entitlement’ for all children which addresses experiential barriers to learning.		Spr 2020	ABu		
Implement PVA curriculum which provides authentic experiences which meet the needs of disadvantaged children.		Spr 2020	ABu/JKn SLT & MLT		
Develop list of wider opportunities to use as a signpost for families to improve key skills including citizenship, creativity, leadership and teamwork. (Based on Children’s University and Skills Builder framework)		Aut 2021	JKn		
Flexible resource fund for disadvantaged children/families.		Individual pupils may have barriers to learning which cannot be addressed through wider disadvantaged provision.	Spr 2021		JKn/SPO

Priority 6

To support PP children with their well-being and social and emotional resilience, ultimately positively impacting on disadvantaged pupil's engagement in school.

Overall Success Criteria

Pupil voice will identify improvements in disadvantaged children's self-belief and ability to name support mechanisms, promoting resilience.
FRW evaluations will show an improvement in children's social-emotional health.

Evaluating method for measuring progress against success criteria

Monitoring of outcomes for disadvantaged pupils
Pupil voice
Boxall profiles
ARA audits

Resource implication for priority 6 £ 250

Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Targeted direct work by Family Resource Worker in 1:1 setting for disadvantaged learners.	EEF research shows "SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."	Aut 2020	RBa/ABu/SCI	FRW time	
Counselling provision for children with needs that cannot be met through FRW intervention.	Pupils with barriers to learning, involving low mental health, will have greater facility to access support.	Spr 2021	SPO SCI	Trained counsellor cost.	
Subscription to Educational Psychology service to provide advice and direct work facility for disadvantaged pupils with higher level need.		Aut 2020	SCI	Ed.Psych cost.	

Priority 7

To ensure PP results in reading and phonics improve.

Overall Success Criteria

Statistics for reading and phonics will show an improvement for reading and phonics for PP children from last year.

<p>The percentage of Y1 PP children passing the phonics screening will be more in line with national for all pupils. The percentage of KS1 PP children achieving ARE in reading will have improved on 2019 statistics. (no statistics for 2020 due to COVID)</p>					
<p>Evaluating method for measuring progress against success criteria</p>					
<p>Scholarpack assessments National end of Key Stage reporting – phonics screening and KS1 outcomes</p>					
<p>Resource implication for priority 7 £2000</p>					
Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
<p>Principles from the teaching for mastery approach, already started in maths, will be applied, where appropriate, to the teaching of phonics and reading, including whole class reading approach in line with English Hub.</p>	<p>EEF Teaching & Learning Toolkit Mastery Learning shows “Traditional teaching keeps time spent on a topic constant and allows pupils’ ‘mastery’ of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives.”</p>	<p>Autumn 2020</p>	<p>English lead - BC English Hub – Carl Pattison SLT</p>	<p>English lead time. Cost of books for whole class reading.</p>	<p>Phonics – yes Whole class reading – just starting.</p>
<p>A new decodable reading scheme will be introduced across the whole school which will work hand-in-hand with phonics provision and progress.</p> <p>New reading books will be purchased and organised in-line with the new reading programme.</p> <p>All children will be assessed (termly) to monitor progress and attainment in phonics and reading, including English Hub assessments/data submission.</p>	<p>EEF Teaching & Learning Toolkit <i>Phonics (+4)</i> Phonics is an approach to teaching reading, and some aspects of writing, by developing learners’ phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics</p>	<p>Autumn 2020 & ongoing/termly</p>	<p>SLT English lead – BC Class teachers</p>	<p>English lead time. Cost of decodable books.</p>	

	<p>emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Having reading books completely in-line with phonics ability will better help children become more confident and fluent readers. This new decodable scheme should help all children progress in their phonics and reading ability.</p>				
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