

# Pupil premium strategy statement Langafel CE Primary School

1. Summary information					
School	Langafel CE Primary				
Academic Year	2017-2018	Total PP budget	108300	Date of most recent PP Review	Dec 2017
Total number of pupils	324	Number of pupils eligible for PP	81	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	75%	76%
% making progress in reading	progress score 3 88% expected	progress score 2.8 83% expected
% making progress in writing	progress score 0.3 81% expected	progress score 1.6 79% expected
% making progress in maths	progress score 2.4 88% expected	progress score 2.9 86 % expected

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Girls out perform boys, boys heavy school due to high number of ASD pupils.
B.	Low baseline on entry
C.	PP children often also SEN
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Low attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure % of children achieving RWM is at least at national % for EYFS, KS1 and 2. Measured against national data	% for RWM and combined at or above national, positive progress score for PP children
B.	Reduce the gender gap to national levels by raising the attainment for boys. As above and using rainbow tracker	Langafel gender gap smaller than national gender gap and reduced by at least 5% from last year at years 2 and 6.
C.	Improve the wellbeing of PP children to allow more access to the curriculum. Leuven scales, Thrive, as above	Leuven scales and Thrive rises. Reduced exclusion.

5. Planned expenditure					
Academic year	108300				
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?
Ensure % of children achieving RWM is at least at national % for KS2	<ol style="list-style-type: none"> <li>1. PiXL membership to give targeted support for KS2 children</li> <li>2. Graduate tutor and school direct student to reduce group sizes and work with small groups/ 1-1 as needed</li> </ol>	<ol style="list-style-type: none"> <li>1. Focusses on gaps in learning and uses high quality teaching and resources to fill the gaps, Results have improved year on year whilst using it.</li> <li>2. Graduate tutor and schools direct student to work split maths groups and allow for more targeted teaching has helped maths progress to be in top 20% of country.</li> </ol>	Weekly meetings and regular assessments to monitor progress and impact.	GT	Termly
Ensure % of children achieving RWM is at least at national % for KS1	<ol style="list-style-type: none"> <li>1. PiXL membership to give targeted support for year KS1 children</li> <li>2. KS1 targeted phonics support. – Sounds progress</li> </ol>	<ol style="list-style-type: none"> <li>1. PiXL has been very effective for KS2, KS1 programme being trialled this year to improve KS1 % at expected.</li> <li>2. Children using sounds progress made more progress than those just on RWInc.</li> </ol>	Monthly meetings with KS1 staff and regular assessments to measure impact	KW	End of term 2, 4 and 6.
Reduce the gender gap by raising attainment for boys	Go Kart project, Lego and K-Nex challenges, and various interventions following research results and class surveys.	Girls out perform boys in nearly all year groups and subjects. To improve results further boys need to raise their attainment. Research undertaken using national information and school surveys to ensure the interventions/programmes chosen have the most impact.	Included on the school plan and monitored 3 x a year by phase leaders and SLT.	Phase leaders and SLT	Termly
<b>Total budgeted cost</b>					£45550

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve outcomes for children with PP using 1-1 or small group work.	<ol style="list-style-type: none"> <li>1. Intervention room furniture 1-1 and small group teaching.</li> <li>2. Appropriate staff to carry out interventions</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensures children feel safe sue to having a space they can work that is resourced well.</li> <li>2. Due to high levels of ASD children have certain adults they prefer to work with – additional well trained TAs improve outcomes for pupils.</li> </ol>	Reviewed at Pupil Progress meetings 4 x a year by AEN leader and HT. Weekly AEN meetings.	VB	4 x a year at Pupil progress meetings and governors yearly.
Increase wellbeing for PP children so they can access the learning in their phase and reduce anxiety or undesirable behaviours.	<ol style="list-style-type: none"> <li>1. Thrive – whole school and 1-1 approach – 2 practitioners and training.</li> <li>2. Play therapist in school</li> <li>3. Counselling from Eden counselling</li> <li>4. Sensory circuits</li> </ol>	<ol style="list-style-type: none"> <li>1. Huge rise in self esteem and positive movement through the Thrive programme, reduction in exclusions and better progress academically.</li> <li>2. Children who access play therapy have a rise in their wellbeing levels, measured through Thrive or Leuven scale.</li> <li>3. As Play therapy.</li> <li>4. Leuven scales and social interaction/engagement in lessons rise with sensory circuits.</li> </ol>	As above, plus Thrive assessments to show progress.	VB	As above plus AEN meeting data.
<b>Total budgeted cost</b>					£72968
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Develop enrichment opportunities to raise aspirations and achievement.	Lunch clubs, swimming lessons, After school sports clubs, trips, Continuing Violin lessons – other activities matched to the child.	Behaviour incidences are reduced at Langafel if children have different options at lunchtime and after school. Children who are offered opportunities they would not have at home are more likely to be successful adults. Resilience is better in children who play a sport or learn an instrument this leads to better attainment at academic subjects.	Monitored termly by SLT and changed as needed. Staff surveys to see engagement of pupils.	SLT	At PP reviews 4 x a year and data checks 6 x a year.
Improve attendance for PP children	Offer breakfast club and after school clubs, sensory circuits, meet and greets.	Children with higher attendance achieve more and make more progress.	Chose the correct staff to run the clubs and meet and greets, ensure parental engagement with meetings and information.	GT/VB	Twice a year.
<b>Total budgeted cost</b>					£6204

3. Review of expenditure				
Previous Academic Year		£126105		
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
Ensure % of children achieving RWM is at least at national % for KS2	<ol style="list-style-type: none"> <li>PiXL membership to give targeted support for KS2 children</li> <li>Schools direct student to reduce group sizes and work with small groups/ 1-1 as needed</li> </ol>	<ol style="list-style-type: none"> <li>KS2 results very good. PP children 75% RWM combined and positive progress scores from all subjects. Success criteria all met.</li> <li>Schools direct student now teaching at school. Good continuity and maths scores again in top 20% for progress nationally.</li> </ol>	Schools direct student in year 6 can be difficult due to time at uni. PiXL very successful and shows positive impact across year 6. Need to roll it out throughout KS2 as resources now available at no extra cost.	£22500
Improve phonics score to national levels.	<ol style="list-style-type: none"> <li>Use sounds progress as a 1-1 intervention for 10 minutes 3 x a week.</li> <li>Carefully target adult support to ensure good phonics teaching for all</li> </ol>	Phonics score stayed the same as last year with a cohort with a lower EYFS. Not huge impact overall but children using sounds progress made more progress than those who didn't. PP children made more progress than those who are not PP.	Review phonics teaching as a whole and use sounds progress in a more targeted way from the start of the school year. Ensure all new staff are phonics trained.	£2000
Improve wellbeing of all pupils.	<ol style="list-style-type: none"> <li>Become a Thrive school and train 2 practitioners.</li> <li>Use play therapy/ Eden counselling to help children access the curriculum</li> </ol>	<ol style="list-style-type: none"> <li>Thrive training completed and beginning to show impact on individuals. KS1 all assessed and children chosen for next year. Staff would like to have more training to make it a whole school approach.</li> <li>Play therapist and counsellor to help children with prior or current trauma access their emotions and the curriculum and be ready to learn.</li> </ol>	Next year whole staff training needed for Thrive as this has shown great impact with individuals who are still in school when at risk of exclusion. Time needed for staff to assess children, to be built into Phase/staff meeting time or DD? Play therapist and Eden counsellor helped a range of children to access their emotions and engage with their learning. To continue next year but Eden counsellor to be used on a need only basis..	£28209

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To ensure all children can access the curriculum	<ol style="list-style-type: none"> <li>1. Sensory circuits for mainstream children before school.</li> <li>2. Rosemary centre</li> <li>3. Dandelion time</li> <li>4. Challenger troop</li> <li>5. Beanstalk volunteer reading</li> <li>6. TA support</li> </ol>	<ol style="list-style-type: none"> <li>1. PP ASD pupils making good progress and coming into school ready to learn.</li> <li>2. Criteria met</li> <li>3. Very successful</li> <li>4. Good success for some.</li> <li>5. Not seen to make good progress.</li> <li>6. Good progress made where TA is used for well planned and supported interventions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue as it is with children identified in summer term and monitored termly.</li> <li>2. Will use if needed.</li> <li>3. Would use again if needed.</li> <li>4. Children to be selected very carefully. The current KS2 cohort do not meet the criteria but will look at in school options for the future.</li> <li>5. To stop as no progress made.</li> <li>6. Continue as needed.</li> </ol>	£54565
To ensure all children have access to the internet and appropriate online resources for homework and school work.	Purchase laptops, kindles and learnpads as needed.	All used well and rise in reading, GPS and writing scores at KS1 and 2 seen as a result.	Resources should not need replacing for some time. Resources to be used with future years of PP children.	£2000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Enrichment opportunities such as lunch clubs, swimming lessons, After school sports clubs, trips etc.	Lunch clubs, swimming lessons, After school sports clubs, trips, and Continuing Violin lessons – other activities matched to the child.	Impact harder to measure for some areas of raising aspiration but all clubs well attended and children progressed well in violin and swimming lessons. Go kart club very popular, targeted at year 5 boys to help reduce gender gap.	To continue and be matched to the individual children. Try to include other instruments and additional sports if possible. Temporary breakfast and after school club to allow siblings to attend clubs or improve attendance to be trialled. Good progress shown for go Kart group with improved engagement to learning. To look for further activities such as Lego and K-Nex challenges if available.	£8504

### 3. Additional detail

PP children in KS2 outperformed all children showing that support and chosen projects are targeted appropriately. Use of the environment to be investigated for next year along with alternative curriculums for part of cohorts for a few sessions a week to fill gaps, raise engagement and improve access to the main curriculum. Thrive is growing and success is beginning to be seen, especially as a whole school approach that helps children access their learning and emotions reducing the use of part time timetables and 1-1 support in class. To be developed next year.