



Pupil premium strategy statement: Long Furlong Primary School

1. Summary information					
School	Long Furlong Primary School				
Academic Year	2017/18	Total PP budget	£13,780	Date of most recent PP Review	n/a
Total number of pupils	224	Percentage of pupils eligible for PP	3.6% (Sept 2017)	Date for next internal review of this strategy	November 2017

2. Current attainment				
	Years 1 -5, Teacher Assessment,2017 (7 pupils – 1 pupil in EY)		Year 6, 2017 (2 pupils)	
	Pupils eligible for PP (your school)		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving EXS (expected levels) in reading, writing and maths	14%		0	To be added
% making progress in reading	43%		0	
% making progress in writing	57%		50%	
% making progress in maths	57%		50%	

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.	The cohort of pupils with PP is small with a significant number also being on our SEND register (specific learning difficulties, physical, sensory, social, emotional and mental needs), the barriers for these pupils are different and specific to the child.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1 and 2. This prevents sustained high achievement in Key Stage 2.
C.	Pupils who join us with low attainment make insufficient rapid progress with too few reaching EXS when compared to rest of cohort.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	A small number of families require additional support because of parental expectations and needs, home environment experiences (deprivation/ financial need), and the social and emotional needs of the family.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS 1 and 2 for low and medium attaining pupils	Pupils eligible for PP identified as low and medium ability make accelerated progress as compared to 'other' pupils identified in similar 'Prior Ability Groups'(PAG). This is across Key Stages 1 and 2 in Maths, Reading and Writing. Measured in Y1, Y3, Y4, and 5 by teacher assessments and successful moderation practices established with local schools, and Y2 and Y6 statutory assessment.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP and identified as high ability will make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in Maths, Reading and Writing. Measured in Y1,3,4, 5 by teacher assessment and successful moderation practices established with local schools, and in Y2 and 6 with statutory assessments.
C.	Improved ability to manage emotional skills demonstrated by increased resilience and interpersonal/ relationship skills.	SDQ assessment by class teachers will show improved resilience and ability to manage emotions. Informal awareness of behaviour/ self-esteem noted.

5. Planned expenditure					
Academic year	2017/18				
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?
A. Improved (rapid) progress for pupils identified in low and medium PAG (previous ability groups).	Continue with Talk4Writing (T4W) 'Shirley Clarke' and objective planning and feedback	We want to ensure that PP pupils can achieve 'expected standards' or better, with rapid or accelerated progress made. Some of the PP is invested in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Use INSET days to deliver training. Lessons from training embedded in school feedback policy. Coaching of staff	GE/ CD	Nov 2017
B. Improved progress for high attaining pupils	Continue with Talk4Writing (T4W) 'Shirley Clarke' and objective planning and feedback	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in Writing and other aspects of the curriculum. We want to continue to train teachers and Teaching Assistants in practices to provide stretch and encouragement for these pupils.	T4W implemented across the school. Use INSET days/ time to deliver training to teachers and Teaching Assistants. Following the training, there will be peer observations, learning walks, pupil conferences and book scrutinies to monitor with coaching to embed learning.	GE/ CD	Nov 2017
Total budgeted cost					£500
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?

Improved progress for low and medium attaining pupils	Increased awareness of the pupils in the PP cohort and pupils PAG. Continuing use of standardised assessments and tests. Specific interventions matched to pupils' needs (eg ELS/ 1 st Class at Number	Increased aware of the PAG of pupils and those receiving PP ensures focussed conversations and actions in Pupil Progress meetings. Some of the students need targeted support to catch up. Programmes which have been independently evaluated and shown to be effective in other schools will be used.	Pupil Progress meetings Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Share with partnership group	CD CW	Nov 2017
Improved progress for high attaining pupils	Interventions incl ELS/ 1 st Class at Number	We want to provide extra support to maintain high attainment by giving children the relevant challenge and encouragement with high quality feedback. Reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit demonstrate the effectiveness of quality programmes and feedback. Consider 'Inspiration and Aspiration' days (involve ex-pupils, parents, university days)	TA teaching time and preparation time paid for out of PP budget Impact overseen by Maths co-ordinator/ English/ SENCo Teaching Assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	CW	Nov 2017
Total budgeted cost					£8,692 (TAs)
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?
Increased self-esteem and social skills, leading to increased attainment.	Financial support to join school residentials and extra-curricular activities – targeted to pupils.	Social skills and positive relationships enhance a child's self-worth. Supporting the family has enabled the parent to be more engaged with the school; parental engagement is a strong indicator of later academic achievement.	Carefully monitor attendance at clubs, events and other opportunities. Target the opportunities to enable best value for the pupils.	CD/RS	Ongoing/ May 2018
Increased resilience and interpersonal skills.	ELSA(Emotional Literacy Support Assistant). Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The aim is to provide early support to complement or reduce the need of other agencies such as CAMHS.	Ensure identification of target pupils is fair, transparent and properly recorded; ELSA is line managed by SENCo Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	CW CD	Ongoing/ May 2018

		Restorative approaches which improve relationship skills introduced with success in a number of schools and headteacher received training in 2017.			
Total budgeted cost					£6,550

6. Review of expenditure				
Previous Academic Year		2016-2017		
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
Improve attainment in writing Improve attainment across the curriculum	Whole School writing intervention Growth Mindset Objective led curriculum	Mixed impact: training has informed approach to building pupils' writing skills and aspiration in school and developing staff skills and awareness. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from the improved attainment and staff skills with Talk4writing and the objective led curriculum, however more pupils need to make greater progress.	Staff have been positive about the training and believe it has affected the attainment and attitudes of students. The T4W training will be repeated as new staff have joined and we will continue to monitor the approach and monitoring pupil response. Teaching Assistants to receive training.	£300
ii. Targeted support				
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
Improved Year 6 results	T4W Growth Mindset Targeted interventions	Partly met: Improved results in writing but decreased for GPS.	T4W is a new initiative and will be continued with further training for teachers and teaching assistants.	£8,602
Improved progress for pupils in low/ medium PAG	T4W Growth Mindset Targeted interventions	Mixed, with success criteria not fully met and not all PP making rapid progress	Increase information for teachers regarding the PP pupils in their class and the interventions available. Close monitoring to take place, with coaching to embed good practise.	
iii. Other approaches				
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

Increase self-esteem and reduce incidents of anger/ anxiety	ELSA Support from Educational Psychology services	Mixed success: pupils benefit from ELSA but not necessarily impacting upon their academic attainment as of yet.	To continue as ELSA is important in providing the support that is no longer available from other external providers in a timely manner. Continue to provide targeted after-school support.	£6,550
Increase self-esteem to raise attainment. Provide support for family at risk of 'breaking down' and unable to give appropriate care and stimulus during the summer break.	Financial support to join school residentials and extra-curricular activities, including violins. Provide funding for Summer activity programme for PP pupils.	Medium: positive impact for the pupils who had enjoyed the summer activities and returned to school with a positive attitude. All Y6 pupils attended the residential and gained confidence and learned team-working skills that will help in later years.	Target pupils as early as possible.	

7. Additional detail

At Long Furlong Primary School, the number of pupils receiving Pupil Premium(PP) because they currently receive FSM, 'Ever6' (have had FSM up to 6 years ago), are 'Looked After' (LAC) or in the armed services is very small. Some children (4) also have additional needs, meeting the specific descriptors. To avoid identifying this small number of pupils and to make best use of the PP budget, this report reflects that the pupils may receive 1:1 support, work in small groups or receive Quality First Teaching that has been supported by larger scale initiatives and developments in the school. When calculating costs, the PP contributes 8% of the salary of class-based Teaching Assistants as they continue to provide the additional support for the pupils in the form of class-based support, 1: 1 and small group interventions, and the assessment and monitoring of interventions.

The Pupil Premium Lead member of staff is part of the Abingdon Partnership PP group, ensuring that we remain up to date with developments and good practice.

The PP Lead and SENCo work closely together to reflect the needs of those children who have additional needs and are receiving PP. The School Business Manager carefully monitors the budget and 'tags' the relevant spending of Pupil Premium funding.