



# Pupil Premium Strategy for Improvement 2017-2018

<b>Number of Pupils on Roll</b>	403	<b>Funding per pupil</b>	£1320	<b>Date of most recent review</b>	July 2017
<b>Number of Pupils Eligible for Pupil Premium Funding</b>	35	<b>Total Funding</b>	£44 140	<b>Date for review of this strategy</b>	July 2018

Pupil premium is additional monies given to schools to support pupils who are considered disadvantaged. The chosen measure for this is the entitlement of Free School Meals within the past 6 years. The current funding is £1320 per pupil = £44140. Actual Costs: £43,980.

**At Langshott, we believe in supporting the whole child including academic and enrichment/engagement opportunities**

<b>Barriers to Future Attainment</b>	<ol style="list-style-type: none"> <li>1. Attainment of pupils eligible for pupil premium funding is lower than non-pupil premium children</li> <li>2. Pupils eligible for pupil premium funding make more progress than non-pupil premium children however this must be sustained so that over time the gap closes</li> <li>3. Some children need emotional support to develop positive behaviour for learning</li> <li>4. Some parents experience difficulties supporting pupils with homework</li> <li>5. Some children have limited access to enrichment activities/trips/experiences</li> </ol>
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## Approaches to Overcoming Barriers to Learning

Attainment and Diminishing the Difference					
Provision	Description	Intended Outcomes	Cost	Measurable Impact	Impact
Leadership	Time to plan, monitor and review pupil premium provision	All children make progress. The gap between disadvantaged and non-disadvantaged children close.	£3500	Disadvantaged attainment and progress data improves	Attainment for children eligible for pupil premium funding has improved across the school. In most areas this gap has closed. In many cases, children eligible for pupil premium funding are attaining higher than their peers. In upper KS2 (year 4-6), the progress for children in receipt of PP funding is accelerated. (see data information sheet for figures).

Interventions/TA support	Increased TA support to ensure that all pp children have access to core support	Ratio of children to staff reduced to meet the needs of more children and targeted support to improve outcomes. At least expected progress (from starting points) made and accelerated progress made for those children off track.	£18000	Children make accelerated progress. Children achieve aspirational targets.	Interventions have had positive impact on progress. In reading, 74% of children eligible for PP made at least expected progress. 26% made accelerated progress. In writing, 79% of children eligible for PP made at least expected progress with 15% made accelerated progress. In maths 90% of children eligible for PP made at least expected progress with 25% made accelerated progress.
Project X	Intervention program to support those children who have fallen behind in their reading.	Increased progress in reading and increased self-confidence. Pupils are able to access all areas of the curriculum.	£4800	Children make accelerated progress in reading	When interviewed, children are able to articulate how Project X helps them with their reading. They enjoy attending Project X intervention groups.
Early Morning Boosters	Targeted intervention to support children in year 6 with core learning – reading, writing and maths	Children in year 6 meet the expected standard at the end of KS2. Children feel more confident sitting the SATs tests.		Children meet their targets. Langshott's results are in line with (or better than) the Surrey average.	All children reported feeling prepared for their SATs and felt confident in sitting them. Data in writing was above the Surrey average and maths was in line with Surrey.
Effective Feedback	Precise feedback is given to learners in relation to targets/learning intentions. Feedback re-directs or refocuses either teacher or learner's actions to achieve a goal.	Children are able to address misconceptions and improve learning as soon after the learning as possible. Children show an improvement in their effort and perseverance.	£1500	Children make accelerated progress. Children achieve aspirational targets.	Across the school, many targets were met and 38% of targets were exceeded.
Phonics	Focus groups for phonics in KS1 and EYFS	More children expected to make good levels of progress. Higher percentage of children to have passed the phonics screening test.	(See EYFS intervention/TA support)	Children pass the phonics screening test. Langshott's results remain higher than Surrey (80+%)	In year 1, 80% of children passed their phonics screening test. In year 2, 78% of children passed their phonics screening test (compared to 62% across Surrey).
Early Years Intervention	Extra support for children in reception to access the EYFS curriculum and achieve a Good Level of Development. Small group work or 1:1 provision to work on fine motor control, phonics, reading and number.	Children make good progress in the Early Years and achieve a 'Good Level of Development'.	£5250	Children make accelerated progress. Children achieve aspirational targets. Langshott maintain high GLD (80+%)	Children in Early Years made accelerated progress. 53% of children in EYFS made accelerated progress in reading. The GLD was 83%, this exceeded the Surrey average (78%).

Quality First Teaching/INSET	Classrooms are prepared for learning with high quality resources. Lesson plans are highly focused with sharp objectives Appropriate use of teacher questioning, modelling and explaining Expectation that pupils will accept responsibility for their own learning and work independently.	All children are able to access high quality lessons to enable accelerated progress. Children have high aspirations and take responsibility for their learning.		All lessons are focused on child – centred thinking to ensure equal access for all in lessons. All learning environments meet the needs of all children. All children make good or better progress from their starting points.	100% of teaching at Langshott is Good or better (2017-2018). All staff attended the Quality First Teaching INSET and learning environments reflect this. 65% of Learning Environments have been judged as outstanding. On average, 82% of pupils make good or better progress across all subjects.
Pupil Premium Plans	A personalised approach to meeting the needs of all children who are eligible for PPG. Academic and enrichment needs are met through looking at the barriers to learning and identifying actions to overcome the barriers. All plans are reviewed termly and adjusted accordingly.	The differing needs of children are met through a personalised plan. All children make progress academically and are able to access opportunities that enhance their life experiences. Children’s self-esteem/self-confidence improves.		All children make at least good progress. They can talk about how the enrichment opportunities support have improved their self-esteem. Enrichment opportunities impact on attitudes to learning.	A personalised approach to pupil premium provision is successful. On average, 70% of pupils eligible for the pupil premium grant make good or better progress across all subjects. Children are given enrichment opportunities that they would never otherwise have such as music lessons, day trips, residential trips, sports clubs, and dance lessons. They also have priority slots for ELSA.

### Parental Engagement

Provision	Description	Intended Outcomes	Cost	Measurable Impact	Impact
Achievement for All	Structured conversations in school time to support the partnership between home and school. Home and school agree clear goals and targets to improve learning, behaviour, and attitude.	Parents feel they are listened to. Home and school work together and agree how to help and support children in order to achieve more Communication between home and school is clearer.	£250	Children achieve targets and goals. Parents are more able to support their child. Parents and children feel more confident.	100% of parents in this programme report on the positive impact that it has had on their child’s education and emotional development. Parents feel confident in support their children and children benefit from home and school working together. 70% of children in this group made expected or better progress in reading and writing.
Attendance	Attendance awards and celebrations in assembly for classes with the best attendance.	Raise the profile of attendance. Children have more of an incentive to get to school. Parents work in partnership with the school		Attendance figures for pupil premium children improves. There is not a gap between the attendance figures of pupil premium children and non-pupil premium children.	Attendance figures for pupil premium children has improved (93%). There is still a slight gap compared to all pupils (97%).

	Meetings with parents and Letters home to parents to highlight persistent low attendance/punctuality issues.				
Homework Club	Staff run homework club before/after school to support targeted children to have the opportunity for a supported homework session in school.	Increase confidence with outcomes for homework. Opportunities to nurture and support the child outside the classroom. Offer ICT opportunities. Less stress for parents.	£3600	Children complete homework activities	Homework club is very popular for our families who find homework difficult/struggle to support their children with homework. 100% of children who attend say they enjoy it.
Breakfast/After school club	Subsidised place in before school club.	Increased attendance and punctuality	£200	Attendance and punctuality figures will improve. Learning will be of a higher standard as the children will have had a decent meal before school.	Many families benefit from the good start that Breakfast club offers.

#### Enrichment

Provision	Description	Intended Outcomes	Cost	Measurable Impact	Impact
Subsidised Trips	School trips and residential trips subsidised to ensure access for all pupils	Raise aspiration, motivation and engagement. Improve behaviour. Give purpose/meaning to learning. Teach life skills	£500	Improvement in behaviour impacts on learning.	A personalised approach to pupil premium provision is successful. On average, 70% of pupils eligible for the pupil premium grant make good or better progress across all subjects. Children are given enrichment opportunities that they would never otherwise have such as music lessons, day trips, residential trips, sports clubs, and dance lessons. They also have priority slots for ELSA.
Sports/Music Lessons	Pupils have the opportunity to access music lessons run in small groups (or 1:1). To work with specialist teachers.	Increase self-esteem, aspiration and engagement. Provide opportunities that the child may not otherwise get to have.	£180	Increased self-esteem, aspiration and engagement.	
More Able Opportunities	Children are invited to attend More Able workshops at local schools. Each subject leader facilitates a more able workshop during the school day to invite more able children along to??	Children are able to meet children from other schools and work collaborate on projects or compete in competitions and quizzes.	£200	More able children make good or better progress in their learning. Their self-esteem and self-worth is improved.	

#### Social and Emotional Support

Provision	Description	Intended Outcomes	Cost	Measurable Impact	Impact
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<p>ELSA</p>	<p>Awareness of own and other people's emotions.  Development of an increased range of emotional vocabulary.  Management of stress, grief, anger and conflict.  Development of social interaction skills.  Development of the ability to initiate and maintain friendships.  Promotion of a realistic self-concept and good self-esteem.</p>	<p>Increased confidence and self-esteem. Pupils are happier at school and at home.  Pupils are more able to manage their feelings.  Pupils are able to access learning.</p>	<p>£12000</p>	<p>Outcomes are evaluated at the end of the sessions.</p>	<p>The ELSA programme has a huge impact on children's social and emotional development. It has supported children feeling more confident and having higher self-esteem. Children are more able to manage their feelings and as a result access their learning. This is reflected in their attainment and progress.</p>
<p>Play leaders/Sports Crew</p>	<p>Children invited to be part of a sports leadership initiative. They will attend Sports Crew training and will be responsible for equipment; helping with sporting events and PE lessons (where appropriate). They will have the chance to run their own clubs and run intra-school competitions: getting more children involved with sport. They will be key stakeholders in deciding sporting direction of Langshott.</p>	<p>Children will grow in confidence. They will benefit from the extra responsibility and opportunities on offer. They will be role models for other pupils and this will have a positive impact on their learning across the curriculum.</p>	<p>PE Premium</p>	<p>Questionnaires to measure the impact on confidence and attitude. There will be improvement in the data collected in other areas of the curriculum.</p>	<p>See PE action plan for impact.</p>