

Pupil Premium Matrix

NAME OF SCHOOL: LANGLEY FITZURSE C OF E PRIMARY SCHOOL

Completion date: Jan 23

LEADERSHIP & MANAGEMENT

SECURE PLUS	SECURE	VULNERABLE	CAUSING CONCERN
<ul style="list-style-type: none"> • There is a well-established, highly visible, positive and equitable school culture where the whole school community champions Disadvantaged Learners • The school's processes for self-evaluation of PPG strategies, provision and impact are exemplary & dynamically inform improvement • All school planning for the PPG (SDP, PP strategy, provision maps etc) demonstrates a relentless and focused drive to improve outcomes for Disadvantaged Learners • PPG/LAC Governance is highly effective; the PPG Governor can fully evidence the impact of their strategic leadership and has an excellent understanding of all areas of the PPG • Through quality instructional & strategic leadership, the Headteacher models ambition and highly effective practice with notable whole school impact on PP outcomes • The PPG/LAC Leader (if different to the Headteacher) are highly effective in their role and have the authority, and expertise, to provide appropriate support and challenge for all areas covered through the tiered approach, including bringing about any necessary change • PPG funding, including COVID catch up funding, is strategically targeted in support of teaching, targeted academic support & wider strategies, and is effectively monitored and adjusted to ensure maximum impact on PP outcomes • There is a well-established culture where all leaders and staff are challenged to be aspirational for PP outcomes and this is consistently evident as a golden thread through all plans & Performance Management • The school has the capacity and expertise to share their exemplary practice providing support and development for others 	<ul style="list-style-type: none"> • The school actively promotes and encourages a whole school culture where Disadvantaged Learners are well supported and valued • The school's processes for self-evaluation of PPG strategies, provision and impact are accurate and inform improvement • School planning (SDP, PP strategy, provision maps etc) reference a clear focus on Pupil Premium as a 'golden thread' which underpins all areas and demonstrates the ambition to improve outcomes for Disadvantaged Learners • PPG/LAC Governance is effective; the PPG Governor can evidence the impact of their leadership and has a sound understanding of all areas of the PPG across the school • The Headteacher consistently models and demonstrates effective PP strategy and practice with a positive or improving impact on outcomes for Disadvantaged Learners • The PPG/LAC Leader (if different to the Headteacher) are effective in their role and have the authority, and expertise, to provide appropriate support and challenge for all areas covered through the tiered approach, including bringing about any necessary change • PPG funding, including COVID catch up funding, is allocated in support of teaching, targeted academic support & wider strategies and is effectively monitored and adjusted to ensure positive impact on PP outcomes • All leaders and staff are challenged to be aspirational for PP outcomes and this is evident as a golden thread through plans & Performance Management • The school has some clear examples of high quality PP practice which they can contribute to a Wiltshire conversation about improving outcomes for all Disadvantaged Learners 	<ul style="list-style-type: none"> • The school is establishing a whole school culture which cohesively values and promotes positive outcomes for Disadvantaged Learners • The school's processes for self-evaluation of PPG strategies, provision and impact require support and development to provide the necessary clarity to inform improvement • There is evidence that some school improvement plans contain actions which are intended to improve outcomes for Disadvantaged Learners but are not yet fully established, consistent and/or sufficiently targeted to have the desired impact • The PPG/LAC Governor can evidence some impact of their leadership although there may be particular circumstances (e.g. new to role – Hard Federation) which mean they are in the early stages of developing an understanding and influencing PP practice within the school • The Headteacher is not yet sufficiently focused on development of PP strategies and practice • The PPG/LAC Leader (if different to the Headteacher) will benefit from support and development in their role and/or do not have the necessary authority, or expertise, to deliver key areas of the PPG (e.g. improving quality of teaching) • PPG funding, including COVID catch up funding, is not yet sufficiently targeted or monitored in support of teaching, targeted academic support & wider strategies to have a clear impact on PP outcomes • Development is required to raise aspirations for PP outcomes, and this is not yet consistent as a golden thread in plans or through Performance Management • The school will benefit from support to develop their PPG practice 	<ul style="list-style-type: none"> • The school has yet to establish a vision for the school community which will promote and value positive outcomes for Disadvantaged Learners • The school has yet to establish basic processes for self-evaluation of PPG strategies, provision and impact • School planning (SDP, PP strategy etc) has not yet been developed or is not of sufficient quality to have an impact on outcomes for Disadvantaged Learners • There is no appointed PPG/LAC Governor in role or Governors do not have sufficient knowledge or understanding about the PPG to make a meaningful contribution to improving outcomes for Disadvantaged Learners • There is little evidence that school leadership is prioritising improving outcomes for Disadvantaged Learners • There is no identified PPG/LAC Leader in role or there is a distinct lack of clarity about the role and responsibilities of the PPG/LAC Leader (which may include insufficient capacity) • PPG funding, including COVID catch up funding, is ineffectively allocated and/or there is a lack of clarity regarding intended, or actual, impact • Aspirations for PP outcomes are not shared across the school community • The school requires intensive support to develop effective PPG practice

TEACHING

SECURE PLUS	SECURE	VULNERABLE	CAUSING CONCERN
<ul style="list-style-type: none"> Well-established, positive and supportive teacher/pupil relationships are central to the success of teaching and learning Quality First Teaching is relentlessly promoted and valued as the first point of intervention for all Disadvantaged Learners and makes a distinctive contribution to raising standards for all Disadvantaged Learners Highly effective, equitable Quality First Teaching strategies, and deployment of resources, are a notable feature of lessons in all classes across the school Teachers relentlessly adapt their practice to overcome barriers to learning and minimise impact on the learning environment Quality of teaching in Phonics, Reading, Writing (SPaG) and Maths is consistent and strongly secure with teachers demonstrating excellent subject knowledge and providing models of exemplary practice An ambitious, equitable and rich curriculum is coherently planned and sequenced and able to actively engage all pupils, especially PP/LAC A robust, research and evidence based CPD programme is securely in place and every teacher acts effectively on the regular individual support, encouragement and specific direction they are given to keep improving Teachers relentlessly adapt their practice to overcome barriers to learning and minimise impact the learning environment School improvement strategies are professionally welcomed, and consistently implemented, with all staff showing clear initiative to make a considered and valuable contribution which secures intended impact, particularly for PP/LAC Teachers have a real desire to share their high levels of expertise and work collaboratively to bring out the best in their school teaching community and beyond 	<ul style="list-style-type: none"> Positive and supportive teacher/pupil relationships are central to the success of teaching and learning Priority is given to ensure an effective teacher is in front of every class and Quality First Teaching is recognised and valued as the first point of intervention for all Disadvantaged Learners Effective Quality First Teaching strategies, and deployment of resources, are a feature of lessons in all classes across the school Teachers adapt their practice to overcome barriers to learning and reduce impact on the learning environment Quality of teaching in Phonics, Reading, Writing (SPaG) and Maths is consistently secure with teachers demonstrating strong subject knowledge and providing models of good practice A broad and balanced curriculum is coherently planned & sequenced and able to actively engage all pupils, especially PP/LAC A strong CPD programme is securely in place and teachers act on the support, encouragement and direction they are given to keep improving Teachers adapt their practice to overcome barriers to learning and reduce the impact on the learning environment School improvement strategies are professionally welcomed, and consistently implemented, with many staff demonstrating initiative and a strong commitment to secure intended impact, particularly for PP/LAC Teachers have a real desire to work collaboratively and share best practice within their school teaching community and in other collaborations 	<ul style="list-style-type: none"> Some teacher/pupil relationships require strengthening to positively promote academic engagement Quality First Teaching is not yet given sufficient focus to ensure an effective teacher is in front of every class as the first point of intervention for all Disadvantaged Learners Quality First Teaching strategies, and effective deployment of resources, are inconsistent and require development to establish practice that will have the right impact on outcomes for PP/LAC Teachers are working to develop ways to adapt their practice to overcome barriers to learning that will reduce impact on the learning environment Quality of teaching in Phonics, Reading, Writing (SPaG) and Maths is inconsistent with a mixed level of expertise in subject knowledge and general practice that requires focused development The curriculum is not yet sufficiently developed to offer the right level of progression and opportunities for impact on all learners, particularly PP/LAC A CPD programme is in place although development is required to ensure it is effectively planned and targeted and/or teachers consistently implement strategies and act on feedback Teachers are working to develop ways to adapt their practice to overcome barriers to learning that will reduce impact on the learning environment. Teachers are working to develop a shared understanding of Quality First Teaching and actively engage with support to develop this area 	<ul style="list-style-type: none"> Some teacher/pupil relationships require high levels of support and development to positively promote academic engagement Quality First Teaching notably lacks the focus to ensure an effective teacher is in front of every class as the first point of intervention for all Disadvantaged Learners There are significant concerns about the standard of Quality First Teaching practice, and effective deployment of resources, across the school as they do not support positive outcomes for PP/LAC Teachers are not yet confident to adapt their practice to overcome barriers to learning so the impact on the learning environment is significant Quality of teaching in one or more of the subjects Phonics, Reading, Writing (SPaG) & Maths requires some intensive support to develop understanding and expertise Areas of the curriculum are missing or have yet to provide the necessary cohesion, progression and opportunities for impact on all learners, particularly for PP/LAC The school requires intensive support to establish a comprehensive CPD programme that will drive forward identified areas for improvement Teachers are not yet confident to adapt their practice to overcome barriers to learning so the impact on the learning environment is significant. There are currently some clear challenges to establishing a shared understanding of Quality First Teaching & intensive support will be required to develop this area

TARGETED ACADEMIC SUPPORT

SECURE PLUS	SECURE	VULNERABLE	CAUSING CONCERN
<ul style="list-style-type: none"> Well-established, positive and supportive adult/pupil relationships are considered central to the success of all targeted academic support Assessment and diagnosis of difficulty are fully understood to be the responsibility of the class teacher and skilful teacher assessment precisely informs provision and opportunities for targeted academic support Highly skilled, including some specialist, TAs/staff deliver carefully selected, evidence-based structured interventions to complement and extend classroom teaching and learning Intervention sessions are carefully timetabled to minimise the amount of time pupils spend out of class and are delivered in the best available environment to support focus on learning Targeted academic support is robustly planned and structured with high quality resources, clear objectives and an appropriately established timeframe within which to evidence impact; From a clearly established baseline, targeted academic support is rigorously monitored, and timely refinements and/or reshaping takes place to secure notable impact on outcomes for all learners, particularly PP/LAC Teachers have an excellent understanding of the structure and coverage of all intervention strategies and ensure that transitions back into the classroom maintain high levels of progress for all learners, particularly PP/LAC Through regular, quality CPD opportunities in support of targeted academic support, the school demonstrates a clear commitment to maintain a highly skilled staff team who will have notable impact on pupil outcomes, particularly PP/LAC Positive professional relationships and highly evaluative dialogue between teachers & support staff, ensure precise and effective contributions when reporting and reviewing pupil outcomes, progress and provision 	<ul style="list-style-type: none"> Positive and supportive adult/pupil relationships are considered central to the success of all targeted academic support Assessment and diagnosis of difficulty are understood to be the responsibility of the class teacher and quality teacher assessment accurately informs provision and opportunities for targeted academic support Skilled TAs/staff deliver carefully selected, evidence-based structured interventions to complement and extend classroom teaching and learning - evidence in impact and PPMs Intervention sessions are timetabled to minimise the amount of time pupils spend out of class and are delivered in an appropriate environment which supports a focus on learning Targeted academic support is well planned and structured with resources, clear objectives and an appropriately established timeframe within which to evidence impact; - writing From an established baseline, targeted academic support is monitored, and timely refinements and/or reshaping takes place to secure positive impact on outcomes for all learners, particularly PP/LAC Insights Teachers have a sound understanding of the structure and coverage of intervention strategies and ensure that transitions back into the classroom maintain progress for all learners, particularly PP/LAC Regular CPD opportunities are in place for all staff to ensure delivery of targeted academic support has a positive impact on pupil outcomes, particularly PP/LAC Positive professional relationships and dialogue between teachers & support staff, ensure effective contributions when reporting and reviewing pupil outcomes, progress and provision 	<ul style="list-style-type: none"> Some adult/pupil relationships require strengthening to positively contribute to the success of targeted academic support Assessment and diagnosis of difficulty are not yet fully understood to be the responsibility of the class teacher with the right provision & support not always being correctly identified The expertise of staff delivering interventions and/or the provision itself, requires review and development to ensure it is of sufficient quality to meet the needs of the pupils and complement classroom teaching Pupils who will benefit from targeted academic support spend a disproportionate amount of time out of class and/or not working with the most skilled adults Some targeted academic support takes place in an environment which does not always support a focus on learning Targeted academic support is not always sufficiently well planned and requires development to ensure there are improved resources, clear objectives and an appropriately established timeframe within which to evidence impact; Targeted academic support is not yet sufficiently monitored to enable appropriate adjustments to take place which will have the intended impact on pupil outcomes Development is required for teachers to better understand the structure and coverage of intervention strategies and maintain progress on transition back into the classroom The school CPD programme requires development to ensure staff skills & expertise positively impact on pupil outcomes, particularly PP/LAC There is not yet sufficient professional dialogue between teachers & support staff, to ensure effective contributions when reporting and reviewing pupil outcomes, progress and provision 	<ul style="list-style-type: none"> Some adult/pupil relationships require significant strengthening to contribute to the success of targeted academic support Opportunities to assess and diagnose difficulty are not understood to be the responsibility of the class teacher and, often, the right provision and support is not correctly identified The expertise of staff leading interventions, and/or the provision itself, requires significant review and development to ensure it is of sufficient quality to meet the needs of the pupils and complement classroom teaching Pupils who will benefit from targeted academic support spend a highly disproportionate amount of time out of class and/or not working with the most skilled adults Often targeted academic support takes place in an environment which does not support a focus on learning Targeted academic support lacks sufficient planning and/or monitoring to meet the needs of all learners and positively impact on pupil outcomes, especially PP/LAC; Significant development is required for teachers to understand the structure and coverage of intervention strategies & ensure progress on transition back into the classroom The school CPD programme requires significant development to ensure staff skills and expertise positively impact on pupil outcomes, particularly PP/LAC There is a notably insufficient professional dialogue between teachers & support staff, to ensure effective contributions when reporting and reviewing pupil outcomes, progress and provision

WIDER STRATEGIES

SECURE PLUS	SECURE	VULNERABLE	CAUSING CONCERN
<ul style="list-style-type: none"> • An innovative, effective and extensive range of social and emotional welfare strategies highlights the school's clear commitment to value pupils' personal development, behaviour and welfare needs in a no excuses culture • PP/LAC are highly motivated and engaged as they thoroughly enjoy the rich school curriculum and support offer • Absence and punctuality for PP/LAC is closely monitored and, as soon as concerns are identified, every effort is made to engage and support pupils and families resulting in high levels of attendance • There is a well-established culture of authentic praise, celebration and reward for all pupil achievement • Pupils thrive within the school's high standards and positive expectations for behaviour as they feel safe and are encouraged to learn from their mistakes • Incidents of exclusion are rare and exhaustive efforts are made to ensure that support and strategies are highly responsive to the needs of each individual pupil • There is a wide, varied and equitable enrichment offer which PP/LAC are actively encouraged to access and participation is high • There is a well-established culture of safeguarding and support and care for the most vulnerable permeates every area of school life • The school has established excellent relationships with parents and carers, and they are highly involved and engaged with school life • The school works in positive partnership with a wide variety of services, groups and/or agencies providing a positive and cohesive support network which champions Disadvantaged Learners 	<ul style="list-style-type: none"> • An effective and wide range of social and emotional welfare strategies reflects the school's commitment to value pupils' personal development, behaviour and welfare needs in a no excuses culture • PP/LAC are engaged and enjoy coming to school and learning • Absence and punctuality for PP/LAC is regularly monitored and, where concerns are identified, the school takes the time to ensure that the right support is offered to pupils and families resulting in good and/or improving levels of attendance • There is an established culture of recognition and reward for all pupil achievement • The school has an established, consistent and positive approach to behaviour and pupils respond well to clear expectations • Incidents of exclusion are low and the school strives to ensure that the right support is offered to meet the needs all pupils, especially PP/LAC • There is a strong enrichment offer which PP/LAC are encouraged to access and participation is high and/or improving • There is an established culture of safeguarding and support and care for the most vulnerable is a priority for the school • The school has established strong relationships with parents and carers, and they are involved and engaged with school life • The school works well in partnership with a wide variety of services, groups and/or agencies providing strong support for Disadvantaged Learners 	<ul style="list-style-type: none"> • A range of social and emotional welfare strategies are in place in support of pupils' personal development, behaviour & welfare although provision requires development • Not all PP/LAC are engaged, and further consideration is required to identify successful strategies that will increase enjoyment of school and learning • Absence and punctuality for PP/LAC is not yet effectively monitored and development is required to ensure that concerns are addressed in a timelier manner to quickly secure improvements for the most vulnerable • The school has yet to consistently apply and/or fully establish a positive behaviour, reward and recognition system to promote pupil achievement • Expectations for pupil behaviour are not consistent within the school and there are regular incidents of disruptive and/or low level behaviour • Incidents of exclusion are above national and/or rising and the school requires support to ensure that effective strategies are developed to meet the needs all pupils, especially PP/LAC • The enrichment offer requires development to improve its appeal and/or secure greater participation from Disadvantaged Learners • Support is required to ensure clear and consistent systems, procedures and practice are put in place which will provide all members of the school community with the expertise and understanding to prioritise safeguarding for the most vulnerable • The school has yet to establish good levels of engagement and/or relationships with parents and carers so they can be more fully involved with school life • The school does not always seek, or capitalise on, support available from the many services, groups and/or agencies which would benefit the academic, social and emotional welfare of its Disadvantaged Learners 	<ul style="list-style-type: none"> • Insufficient social and emotional welfare strategies are in place to support pupils' personal development, behaviour and welfare and this requires significant development • There are evident concerns over lack of engagement and enjoyment of school and learning for Disadvantaged Learners • Absence and punctuality for PP/LAC is of real concern and the school requires intensive support to develop systems, practice and procedure that will effectively address the notably low levels of attendance • The school lacks an effective behaviour policy and has yet to establish a shared understanding of expectations for behaviour • There are regular incidents of highly disruptive behaviour which negatively impact on the whole school community • Incidents of exclusion are well above national and/or rising and the school requires intensive support to ensure that effective strategies are developed to meet the needs all pupils, especially PP/LAC • The enrichment offer requires significant development to improve its appeal and/or secure greater participation from Disadvantaged Learners • Intensive support is required to ensure clear and consistent systems, procedures and practice are put in place which will provide all members of the school community with the expertise and understanding to prioritise safeguarding for the most vulnerable • The school relationship with parents and carers makes a very limited contribution to improving outcomes for Disadvantaged Learners • The school would strongly benefit from fuller engagement with services, groups and/or agencies in support of improving outcomes for its Disadvantaged Learners

PUPIL PREMIUM MATRIX SUMMARY & EVALUATION COMMENTS

	SECURE PLUS	SECURE	VULNERABLE	CAUSING CONCERN
LEADERSHIP & MANAGEMENT		√		
TEACHING		√		
TARGETED ACADEMIC SUPPORT		√		
WIDER STRATEGIES		√		

	Strengths	Areas for Development/Next steps
L and M	<ul style="list-style-type: none"> • The school promotes and encourages a whole school culture where all children are supported and valued • Teachers are challenged on pupil premium children’s outcomes through progress meetings 	<p>New PP Governor awareness and understanding of PP at Langley Fitzurse. further understanding of Tiered approach PP/DL communicated within Gov visits</p>
Teaching	<ul style="list-style-type: none"> • Excellent relationships between staff and children provide a supportive environment for teaching and learning • Collaboration within and between schools is used to promote outcomes for all children 	<ul style="list-style-type: none"> • Further develop impact of teaching staff • QFT in all classes on all areas. Phonics and Early Reading in EY and KS1
Targeted Academic support	<ul style="list-style-type: none"> • Teachers have carefully considered the needs of their children and have timetabled effective support and provision through small group interventions across their classes, minimising disruption and maximising use of the school day • Staff are very good in delivering specific support, using a range of teaching and learning strategies • Regular dialogue between staff regarding the progress and steps in the children’s learning within support groups takes place to ensure provision is effective and appropriate 	<ul style="list-style-type: none"> • Subject leader rag action plan
Wider Strategies	<ul style="list-style-type: none"> • Firm and established culture of safeguarding across the school. The staff know to look for signs of concern and actively seek ways to care and support the children across the school • There is a culture of positive behaviour management 	<p>Gather evidence of Pupil Voice</p>

	<ul style="list-style-type: none">• The school actively engages with parents and communication and support continues to grow	
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