# Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
| School name | Langley Fitzurse Primary School |
| Pupils in school | 97 |
| Proportion of disadvantaged pupils | 16 pupils (16.5%) |
| Pupil premium allocation this academic year | £23,720 (plus £5,296 carry forward) |
| Academic year or years covered by statement | 2019 – 2020 |
| Publish date | September 2019 |
| Review date | July 2020 |
| Statement authorised by | Liam Parkinson / Richard Hearn |
| Pupil premium lead | Richard Hearn |
| Governor lead | Liam Parkinson |

## School Context

The school is much smaller than the typical primary school and children in receipt of PPG are not consistently spread through each year group. Some years have no disadvantaged children or only one and some years have six or seven.

In addition, the range of individual need is very wide – some children have high academic achievement and some very low achievement and make little progress. Some have specific emotional and behavioural challenges while others do not. In short there is no consistency in the needs of the children or in the strategies required to support them.

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | +9.3 / +1.3 (all) |
| Writing | +2.1 / -0.1 (all) |
| Maths | +2.3 / +1.3 (all) |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | 100% |
| Achieving high standard at KS2 | 0% |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date** |
| Progress in Reading | Develop children’s awareness of vocabulary. Increase range of genre accessed by children. | Ongoing during the year |
| Progress in Writing | Develop new spelling scheme, liaising with Lacock Primary. Inter school moderation to agree standards. Ensure children write in a wide range of genre. | Ongoing during the year |
| Progress in Mathematics | Further develop staff understanding and implementation of the mastery curriculum. Investigate purchase of new resources. | Ongoing during the year |
| Phonics | Continue good practice – ensure that children achieve in line with national standards | June 2020 |
| Other |  |  |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Writing – ensure children make maximum possible progress. | * CPD for teachers and TAs so there are clear expectations * Develop and implement a new spelling programme across the school * Ensuring learning environments that support language development across the school * Networking with other schools to share good practice and moderate pupils’ work |
| Mathematics – Ensure children achieve their potential | * CPD for teachers and TAs so there are clear expectations. * Develop and implement mastery of maths across the school. * Investigate and implement additional resources to support the teaching of maths as required. * Development of the use of maths vocabulary in all lessons. |
| Barriers to learning these priorities address | Some children read from limited genre.  Some children have limited resilience e.g. when faced with new concepts in maths, extended texts when reading or required to write at length. |
| Projected spending | £23,471 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Develop pupils’ resilience → reduce anxiety and improve self-confidence resulting in pupils who are more prepared and ready to learn |
| Priority 2 | Increase the access to and attendance at school-based clubs and other opportunities to provide alternative ways for pupils to experience success and to be part of a group |
| Barriers to learning these priorities address | Circumstances and expectations in the home have an impact on some pupil’s attendance and preparedness for learning. This has a negative impact on their progress. |
| Habit of ‘fear of failure’ and not wanting to try.  Some families accepting this way of thinking rather than supporting pupils to overcome their fears |
| Circumstances in some families means that pupils are not benefitting from learning at home and experiencing success by participating in wider opportunities e.g. clubs |
| Projected spending | £623.73 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring all staff have the knowledge and resources they need to support pupils with identified needs  Assessment of pupils’ progress is timely and accurate | Subject leads use staff meetings to keep staff updated / trained  Assessments are robust and quality assured within school and cross school |
| Targeted support | To provide additional support / intervention to meet specific needs as and when necessary to address gaps in knowledge and understanding or when progress is slower than expected.  Measuring the impact of interventions and ensuring they are making a difference. | Strong communication links between class teacher and TAs, and with external support agencies  Establish small group interventions for PP pupils falling behind age-related expectations.  Timely measurement of impact for any targeted support. |
| Wider strategies | A greater percentage of children are regularly participating in school-based clubs, going on trips, part of sports teams | Improved publicity and on-going reminders of what is on offer  Staff are actively encouraging pupils to get involved with activities.  Knowledge of family circumstances are taken into account, support given if necessary |

## S and P Committee monitor the progress and attendance of all pupils during the year and PP is considered as a part of this work.

In addition, the Governor with PP responsibility meets with the PP Lead in the school to review overall progress of the strategy. This is reported to FGB.