

**Langdon Primary School**  
**Pupil Premium Allocation and Expenditure April 2016- July 2017**

The Pupil Premium Grant is allocated to schools for two reasons:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

**Allocation:**

The Pupil Premium (PP) Settlement for the financial year April 2016- April 2017 is calculated as follows:

- PP- Free School Meals (FSM) £1320 per pupil
- PP- Looked After Children (LAC) and Post Looked After Children (PLAC) £1900 per pupil
- PP- Military Children £300 per pupil from

Funding for the financial year 1.4.16 to 31.3.17 was allocated to all pupils as at the January 2016 census that were or had been eligible for FSMs at any point in the past six years, to looked after children or those who had been looked after prior to adoption and to children of service families. The DfE believe this method of allocating funding will identify a higher proportion of underachieving children.

This year the number of children identified in the January census as entitled to Free School Meals or Ever Free School Meals is **11 pupils**.

This year the number of LAC and post LAC children is **3 pupils**.

This year the number of military children is **3 pupils**.

On the basis of the above the following is the allocation for the Pupil Premium Settlement at Langdon School for the financial year 1.4.16 to 31.3.17:

	<b>Free School Meals Plus Ever Free School Meals</b>	<b>Looked After Children and Post LAC</b>	<b>Military Children</b>	<b>Total PP Budget</b>
<b>Number of children</b>	11	3	3	<b>£21 120.00</b>
<b>Amount per child</b>	£1320.00	£1900.00	£300.00	
<b>TOTAL</b>	<b>£14 520.00</b>	<b>£5 700.00</b>	<b>£900.00</b>	

NB: 2 children qualify for Ever Free School Meals PP as well as Military Children PP

**Needs Analysis for all Pupil Premium children at the school September 2016:**

**Gender Groups:** 6 Boys 6 Girls

**Year Groups:**

	<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Number of children</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Children on Special Educational Needs Register:**

	<b>Lower Level Need School Provision</b>	<b>Higher Level Need Outside Agency Provision</b>	<b>Statutory Provision</b>
<b>Number of Children</b>	3	1	0

## Children on the Gifted and Talented Register:

Children identified as Gifted and Talented	
Number of Children	0

## Barriers to Future Attainment for Pupil Premium Eligible Children

There are many things that get in the way of pupil's educational experience. Some barriers persist over the long term because of complex special educational needs, health or social needs and some are short term barriers such as a trauma associated with an event such as a death in the family or period of absence caused by ill health. The barriers for each pupil will be different and therefore it is difficult to generalise these. However, there are some barriers that are common to a number of our pupils eligible for Pupil Premium and these include:

- Special educational need
- Low levels on entry to the school, particularly in the core subjects of reading, writing and mathematics
- Mobility within schools prior to entry to Langdon
- Difficulties within the home environment that impact on learning
- Higher than average levels of absence, including holiday taken in term time

## Desired Outcomes

Whilst the outcomes for each pupil will be different depending upon their individual development and learning needs, their current level of attainment and progress and their emotional, social and behavioural needs there are some commonalities in our aims for all pupils entitled to the Pupil Premium.

- Improved language skills in order that pupils are able to understand, speak, read and write effectively
- Progress across the Key Stage in the core subjects of Reading, Writing and Mathematics is in line with average progress expected for all pupils, regardless of starting points
- Attainment by the end of Key Stage 2 will be at least in line with national expectations
- Increase in the numbers of Pupil Premium children reaching greater depth standard by end of Key Stage 2
- Improved levels of attendance

## Attainment Outcomes 2016

The following is a summary of the Key Stage 2 SAT outcomes for those reaching the expected standard and the greater depth standard for disadvantaged pupils at Langdon School compared to outcomes for all pupils at Langdon at end of Key Stage 2, pupils in Kent and pupils nationally.

	% at Expected Standard						% at Greater Depth Standard					
	Langdon		Kent		National		Langdon		Kent		National	
	D	All	D	All	D	All	D	All	D	All	D	All
Reading	100	83	55	75	71	66	40	25	11	25	23	19
Writing	100	83	67	85	79	74	60	42	6	18	18	15
GPS	100	83	57	78	78	72	60	50	11	26	27	22
Mathematics	100	83	57	77	75	70	20	25	8	21	20	17
RWMA Combined	100	83	41	65	60	53	0	0	2	7	7	5

NB: 12 pupils in total; 5 pupils disadvantaged – all 5 for FSM (ever) eligibility

## **Progress Outcomes 2016**

The following is a summary of the school Key Stage 2 SAT outcomes for progress across the Key Stage. The national average for progress equates to zero and a school's progress scores are presented as positive or negative numbers either side of zero. A positive score means pupils in this school on average do better at Key Stage 2 than those with similar prior attainment nationally.

	Disadvantaged	All Pupils
Reading	4.72	1.18
Writing	5.84	2.05
Mathematics	3.33	3.24

NB: 12 pupils in total; 5 pupils disadvantaged – all 5 for FSM (ever) eligibility

## **Impact of Pupil Premium Funding for All Pupils**

The impact of the Pupil Premium Funding for the majority of those individuals supported has been positive, resulting in progress in the key subjects of Mathematics, Reading and Writing being at least in line with national expectations and for some learners better than this, with accelerated learning evident.

Taking all learners who are eligible for the Pupil Premium Funding for FSM eligibility the following impact is evident at the end of the academic year in July 2016:

		Reading		Writing		Mathematics	
		Attainment	Progress	Attainment	Progress	Attainment	Progress
Year 1	Pupil 2	Average	Above	Average	Above	Average	Average
Year 3	Pupil 1	Below	Average	Below	Below	Below	Below
	Pupil 2	Above	Average	Above	Average	Above	Average
	Pupil 3	Average	Average	Average	Average	Average	Average
Year 4	Pupil 1	Average	Average	Average	Average	Average	Average
Year 5	Pupil 1	Above	Above	Above	Above	Above	Above
Year 6	Pupil 1	Above	Above	Above	Above	Average	Average
	Pupil 2	Average	Average	Above	Above	Average	Average
	Pupil 3	Average	Below	Average	Average	Above	Average
	Pupil 4	Above	Average	Above	Above	Average	Average
	Pupil 5	Average	Average	Average	Average	Average	Average

Taking all learners who are eligible for the Pupil Premium Funding for Children in Care or Post-CiC eligibility the following impact is evident at the end of the academic year in July 2016:

		Reading		Writing		Mathematics	
		Attainment	Progress	Attainment	Progress	Attainment	Progress
Year 1	Pupil 1	Below	Below	Below	Below	Below	Below
	Pupil 2	Above	Above	Above	Above	Above	Above
Year 4	Pupil 3	Below	Above	Below	Above	Below	Above

Taking all learners who are eligible for the Pupil Premium Funding for service children eligibility the following impact is evident at the end of the academic year in July 2016:

		Reading		Writing		Mathematics	
		Attainment	Progress	Attainment	Progress	Attainment	Progress
Year 3	Pupil 2	Above	Average	Above	Average	Above	Average
Year 6	Pupil 1	Above	Average	Above	Above	Average	Average
	Pupil 2	Below (Y4)	Average	Below (Y4)	Below	Below (Y5)	Below

The following table shows the percentages of disadvantaged pupils (those in receipt of PP for Ever FSM and LAC or Post LAC) reaching average or above average levels of attainment and progress:

	Reading		Writing		Mathematics	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
% Average+	<b>79%</b>	<b>86%</b>	<b>79%</b>	<b>86%</b>	<b>79%</b>	<b>86%</b>
% Above Average	<b>36%</b>	<b>36%</b>	<b>43%</b>	<b>50%</b>	<b>29%</b>	<b>21%</b>

Key:

Blue	Exceeding, above average
Green	At expected level - average
Orange	Below expected level – below average but within current year group
Red	Below expected level – working below year group (actual year in brackets)

### Early Years Foundation Stage:

At the end of the academic year in July 2016 there were no learners in the EYFS who were eligible for the Pupil Premium.

### Key Stage 1:

Evidence over time and for this year shows that by the end of Key Stage One most children in receipt of Pupil Premium make at least average or expected progress with some making above average or accelerated progress over the Key Stage. Where pupils do not reach average attainment or make expected progress this is due to the individual having additional, complex or severe needs which impact on learning.

### Key Stage 2:

The majority of children in receipt of Pupil Premium in Key Stage 2 make at least expected or better progress in Reading, Writing and Mathematics. A significant number make accelerated progress. Where pupils eligible for the Pupil Premium have been supported over their time in primary school we notice that the difference between them and all pupils diminishes significantly and in most cases they do as well as or better than other pupils.

### Planned expenditure for financial year 2016-2017:

Desired outcome	Chosen Action	Cost	How impact will be measured	Review date
<b>Quality Teaching for All</b>			<b>Total Budgeted Cost £19 465</b>	
<ul style="list-style-type: none"> <li>Improved language skills in order that pupils are able to understand, speak, read and write effectively</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and Teaching Assistants receive high quality CPD in Talk for Writing</li> </ul>	£1000	<ul style="list-style-type: none"> <li>Year R Language Link assessments</li> <li>Monitoring of writing and reading in class observations, work scrutiny and assessment data</li> </ul>	Jan 2017 Apr 2017 July 2017
<ul style="list-style-type: none"> <li>Progress across the Key Stage in the core subjects of Reading, Writing and Mathematics is in line with average progress expected for all pupils,</li> </ul>	<ul style="list-style-type: none"> <li>Employment of experienced and solidly good PT teacher to teach Years 3/4 and Years 5/6 separately in order to ensure full entitlement to the National Curriculum for all stages and to extend learners to reach greater depth</li> </ul>	£18 465	<ul style="list-style-type: none"> <li>Monitoring of teaching and learning by HT, subject leaders, governing Body, collaboration HTs and School IA</li> <li>Monitoring of work and learning outcomes by all staff</li> <li>Analysis of assessment</li> </ul>	

regardless of starting points	standard		information and data on attainment and progress	
<b>Targeted Support</b>			<b>Total Budgeted Cost £16 892</b>	
<ul style="list-style-type: none"> <li>Improved language skills in order that pupils are able to understand, speak, read and write effectively</li> </ul>	<ul style="list-style-type: none"> <li>1x Teaching Assistant to receive training in administration of and intervention using Language Link</li> <li>Language Link groups for Year R (and KS1 children)</li> </ul>	£200	<ul style="list-style-type: none"> <li>Language Link assessment tracking and data</li> <li>Monitoring of teaching and learning in class</li> <li>Analysis of assessment information and data on attainment and progress</li> </ul>	Jan 2017 Apr 2017 July 2017
<ul style="list-style-type: none"> <li>Progress across the Key Stage in the core subjects of Reading, Writing and Mathematics is in line with average progress expected for all pupils, regardless of starting points</li> <li>Attainment by the end of Key Stage 2 will be at least in line with national expectations</li> <li>Increase in the numbers of Pupil Premium children reaching greater depth standard by end of Key Stage 2</li> </ul>	<ul style="list-style-type: none"> <li>Employment of experienced and solidly good teacher at UPS2 to provide targeted teaching of children vulnerable to underachievement in Reading, Writing and Mathematics in Years 4, 5 and 6 and to extend more able learners – 11 hours per week</li> <li>Employment of Teaching Assistant Hours 0.6 to allow for intervention in Year R/1/2 class in Reading and Sounds Write</li> <li>Use of TA to release class teachers in KS1 to work directly with pupils on Writing, Reading and Mathematics</li> </ul>	£5936 (CT) £5956 (TA)	<ul style="list-style-type: none"> <li>Monitoring of teaching and learning in intervention sessions by HT and Governing Body</li> <li>Analysis of assessment information and data on attainment and progress</li> </ul>	
<b>Other Approaches</b>			<b>Total Budgeted Cost £500</b>	
<ul style="list-style-type: none"> <li>Improved levels of attendance</li> </ul>	<ul style="list-style-type: none"> <li>Funding to support families where there is difficulty managing requested contributions (particularly for residential visits, thus providing equality of access to curriculum enrichment and first hand experiences)</li> </ul>	TBC as and when applied	<ul style="list-style-type: none"> <li>Monitoring of individual attendance records</li> <li>Uptake of school visits and attendance on residential visits</li> </ul>	Jan 2017 Apr 2017 July 2017
<ul style="list-style-type: none"> <li>Improved levels of attendance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at Breakfast Club at no cost to the families</li> </ul>	£500	<ul style="list-style-type: none"> <li>Monitoring of individual attendance records</li> <li>Uptake of school visits and attendance on residential visits</li> </ul>	

### Additional support:

The needs of our learners are not static and their progress is regularly and robustly tracked and analysed. Where support is required in order to ensure that pupils make expected or better progress during 2016-2017 then our response will be flexible and strategies may be employed in addition to those listed above.

Governor review: 16 Nov 2016/1 Feb 2017