

Langdon Primary School
Pupil Premium Allocation and Expenditure April 2018- July 2019

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 2018 - April 2019 is calculated as follows:

- PP- Free School Meals (FSM) £1320 per pupil
- PP- Looked After Children (LAC) and Post Looked After Children (PLAC) £2300 per pupil
- PP- Military Children £300 per pupil from

Funding for the financial year 1.4.18 to 31.3.19 was allocated to all pupils as at the January 2018 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 **9 pupils**.

This year the number of LAC and post LAC children is **5 pupils**.

This year the number of military children is **1 pupils**.

On the basis of the above the following is the allocation for the Pupil Premium Settlement at Langdon School for the financial year 1.4.18 to 31.3.19:

	Free School Meals Plus Ever Free School Meals	Looked After Children and Post LAC	Military Children	Total PP Budget
Number of children	9	5	1	£23 430.00
Amount per child	£1320.00	£2300.00	£300.00	
TOTAL	£11 880.00	£11 500.00	£0.00	

NB: 1 service child qualifies for Ever Free School Meals PP and therefore does not receive the Military Children PP

Needs Analysis for all Pupil Premium children at the school **September 2018:**

Gender Groups: 9 Boys 8 Girls

Year Groups:

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children	3	4	4	0	4	0	2

Children on Special Educational Needs Register:

	Lower Level Need School Provision	Higher Level Need Outside Agency Provision	Statutory Provision
Number of Children	6	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 Stages 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 2018

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	88	63	77		75	50	50	18	30		28
Writing	100	88	68	81		78	50	31	11	22		20
GPS	100	81	61	76		78	100	56	18	32		34
Mathematics	100	88	61	75		76	50	50	11	24		24
RWMA Combined	100	81	50	66		64	50	25	4	11		10

Progress Outcomes 2018

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	-1.1	+3.3
Writing	+1.9	+2.5
Mathematics	+4.0	+5.2

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 2018**:

	Mathematics		Reading		Writing	
	Attainment	Progress Over KS	Attainment	Progress Over KS	Attainment	Progress Over KS
Year R fsm	Average	Average	Average	Average	Average	Average
Year R fsm	Below	Below	Average	Average	Average	Average
Year R fsm	Average	Average	Average	Average	Average	Average
Year 1 fsm	Average	Average	Above	Above	Average	Average
Year 1 fsm	Average	Average	Average	Average	Average	Average
Year 3 fsm	Average	Average	Average	Average	Above	Above
Year 3 fsm	Average	Average	Average	Average	Average	Average
Year 4 ever	Below	Average	Below	Below	Average	Average
Year 5 ever	Below	Below	Below	Below	Below	Below
Year 6 ever	Above	Average	Above	Average	Above	Average
Year 6 fsm	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 2017:

	Mathematics		Reading		Writing	
	Attainment	Progress Over KS	Attainment	Progress Over KS	Attainment	Progress Over KS
Year R plac	Average	Average	Average	Average	Average	Average
Year 1 plac	Average	Average	Average	Average	Below	Below
Year 3 plac	Below	Above	Below	Average	Below	Average
Year 3 plac	Average	Average	Average	Average	Average	Average
Year 6 plac	Average	Average	Above	Above	Below	Below

The school currently has no learners who are eligible for the Pupil Premium Funding for service children. One eligible pupil left the school in March 2018.

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
% Disadvantaged Average+ (% non-PP/rest of the school) (% all pupils/% all non-disadvantaged pupils national comparator)	75% (80%) (75/80%)	88%	81% (75%) (71/77%)	80%	75% (82%) (76/81%)	80%
% Disadvantaged Above Average (% all pupils/% all non-disadvantaged pupils national comparator)	6% (23/27%)	6%	19% (25/29%)	13%	13% (18/21%)	6%

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 2018 there were four learners in the EYFS who were eligible for the Pupil Premium. Three children were eligible for ever fsm funding and one for plac funding. Three children securely met the Early Learning Goals and achieved a Good Level of Development.

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 proportion 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 2018-2019:

Desired outcome	Chosen Action	Cost	How impact will be measured	Review date
Quality Teaching for All		Total Budgeted Cost £21 830		
<ul style="list-style-type: none"> Provision of high quality first teaching with excellent teacher:pupil ratio to ensure progress across the Key Stage in 	<ul style="list-style-type: none"> Move from 3 class structure to 4 class structure with no class over 30 pupils 	£24 728 – contribution towards this amount	<ul style="list-style-type: none"> Monitoring of teaching and learning by HT, subject leaders, Governing Body, collaboration HTs, School IA and Ofsted Monitoring of work and learning outcomes by all 	Dec 2018 Apr 2019 July 2019

the core subjects of Reading, Writing and Mathematics is in line with average progress expected for all pupils, regardless of starting points			staff • Analysis of assessment information and data on attainment and progress	
Targeted Support			Total Budgeted Cost £600	
• Improved language skills in order that pupils are able to understand, speak, read and write effectively	• 1x Teaching Assistant to administer assessments using Language Link Assessment materials • Language Link support for Year R (and KS1 children where appropriate)	3x 15 mins language group per week plus one 15 mins PPA @ £15.00 per hour = £600 pa	• Language Link assessment tracking and data • Monitoring of teaching and learning in class • Analysis of assessment information and data on attainment and progress	Dec 2018 Apr 2019 July 2019
Other Approaches			Total Budgeted Cost £1000	
• Improved levels of attendance	• 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)	TBC as and when applied – contingency amount £500	• Monitoring of individual attendance records • Uptake of school visits and attendance on residential visits	Dec 2018 Apr 2019 July 2019
• Improved levels of attendance	• Attendance at Breakfast Club at no cost to the families	£500	• Monitoring of individual attendance records • Uptake of school visits and attendance on residential visits	

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 2018-2019 then our response will be flexible and strategies may be employed in addition to those listed above.

Updated: Sept 2018
Governor review:

Next Review Due Date: Sept 2019