

Pupil premium strategy statement 2020

School overview

School name	Langdon Primary School
Pupils in school	87
Number of disadvantaged pupils	17
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£24 485
Academic year or years covered by statement	2018/19 2019/20 2020/21
Publish date	17.7.20
Review date	1.7.20
Statement authorised by	Lynn Paylor Sutton
Pupil premium lead	Lynn Paylor Sutton
Governor lead	Antony Brenton

Disadvantaged pupil progress scores at end of Key Stage 2 for last academic year*

Measure	Score
Reading	Progress scores not calculated due to
Writing	suspension of SATS caused by
Maths	Coronavirus/Covid-19

* Care should be taken when working with data for very small cohorts

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 *	Attainment scores not calculated due to
Achieving high standard at KS2 *	suspension of SATS
Measure	Activity
Priority 1	Provision of high quality first teaching with excellent teacher:pupil ratio in 4 classes (with no class in excess of 30 pupils) to ensure progress across the Key Stage in line with average progress expected for all pupils, regardless of starting points.
Priority 2	Timely one to one or very small group intervention by qualified intervention teacher and/or 4x experienced TAs to address gaps in understanding generally and those caused by period of national lockdown due to Coronavirus/Covid-19.

	Ref: <i>Education Endowment Foundation Research – One to One Tuition Small group tuition (+5 months impact)</i>
Priority 3	Funding to support families where there is difficulty managing requested contributions (particularly for residential visits involving outdoor adventurous activities) thus providing equality of access to curriculum enrichment and first hand experiences. Ref: <i>Education Endowment Foundation Research – Outdoor Adventure Learning (+4 months impact)</i>
Priority 4	Attendance at Breakfast Club at no cost to the families as and when requested in order to ensure readiness for learning and good attendance and punctuality. Ref: <i>Education Endowment Foundation Research – KS1 pupils (+2 months impact/KS2 pupils 0 months impact on learning but improvement in attendance rates and behaviour noted overall)</i>
Priority 5	Kent Children’s University involvement, provision of clubs in schools and signposting to out of school learning opportunities in order to ensure access to a broad and balanced curriculum Ref: <i>Education Endowment Foundation Research – Children’s University (+2 months impact)</i>
Barriers to learning these priorities address	Ensuring provision of the best quality in class teaching. Ensuring that pupils who need intervention access good quality evidence based provision, with teaching staff as far as possible. Ensure that there is equity of provision to out of school and wider curriculum opportunities in order to ensure access to a broad and balanced curriculum.
Projected spending	£28 424

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Address gaps in curriculum knowledge caused by school closure periods and national lockdown or periods of self isolation Achieve national average progress scores in KS2 Reading SATs (0)	September 2021
Progress in Writing	Address gaps in curriculum knowledge caused by school closure periods and national lockdown or periods of self isolation Achieve national average progress scores in KS2 Writing SATs (0)	September 2021

Progress in Mathematics	Address gaps in curriculum knowledge caused by school closure periods and national lockdown or periods of self isolation Achieve national average progress scores in KS2 Mathematics SATs (0)	September 2021
Phonics	Address gaps in curriculum knowledge caused by school closure periods and national lockdown or periods of self isolation Achieve national average progress scores in Year 1 phonics check	September 2021
Other	Ensure annual attendance for all disadvantaged pupils is 96%+	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that all disadvantaged pupils are able to address gaps in learning in Reading, Writing and Mathematics caused by the period of school closure periods and national lockdown or periods of self isolation through access to high quality first teaching
Priority 2	Ensure that where gaps persist or need individual addressing, that disadvantaged pupils are able to access timely evidence-based intervention with a teacher and/or support with a TA
Barriers to learning these priorities address	Gaps caused by school closure periods and national lockdown or periods of self isolation requiring remote learning/lack of access to high quality teaching. Financial barriers to participation in wider school curriculum or out of school learning opportunities.
Projected spending	£27 424 9x hours intervention teacher 1x FT Teaching Assistant for KS1

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that all pupils who are disadvantaged are able to access wider curriculum opportunities such

	as residential visits, Kent Children's University, after school activity clubs or signposting to activities/clubs in out of school settings.
Priority 2	Ensure that all pupils who are disadvantaged are able to access IT hardware and reasonably efficient broadband connectivity for periods of remote learning.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of access to IT hardware • Poor internet connections in the home environment • Lack of quick response to support the above due to national IT shortages or delays in distribution • Lack of parental awareness of learning opportunities outside of school due to incomplete knowledge of what is available, for whom and where.
Projected spending	£1000 budgeted for (could be higher in response to economic downturn due to coronavirus)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that there is enough time and timetable flexibility for staff to monitor learning and teaching.	HT to ensure that monitoring is timetabled and that it happens. TA cover agreed and budgeted for. Online monitoring to happen if face to face monitoring is not possible.
	Ensuring that governors have the time and knowledge of how to engage in monitoring visits.	HT to ensure that there is a monitoring timetable for governors and clerk to ensure that they stick to it. Clerk to GB to send timely reminders of monitoring visit appointments. Online monitoring to happen if face to face monitoring is not possible.
Targeted support	Likely to be much demand for intervention in Autumn terms, in first instance.	HT to ensure that progress is monitored and that those that need it receive it. Pupils who make expected progress and close the gap to benefit from quality first teaching rather than ongoing intervention.

		HT to investigate use of the Covid-19 catch up fund to supplement PP funding if necessary.
Wider strategies	<p>Given the economic downturn, there is likely to be much demand for financial support for wider opportunities in school.</p> <p>Some families will be hard to engage in wider opportunities because they will not approach school for support</p>	<p>Allow staged payments over a longer term to help parents meet the costs where they can.</p> <p>Have contingency amount to help pay part or whole costs for those experiencing financial hardship.</p> <p>Face to face discussions with families to offer support.</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	<p>EYFS: 75.5% Disadvantaged achieved a Good Level of Development; 81.3% achieved ELG in Reading</p> <p>KS1: 75% at national expectations and 50% exceeding national expectations in Reading</p> <p>KS2: Cohort outcomes for all pupils are high with 75% expected standard and 50% at greater depth standard. Below national expectations for all disadvantaged pupils – due to prevalence of additional factors including SEND</p> <p>End of KS2 outcomes are particular to this academic year, three year trend for disadvantaged progress in reading is above national average progress score of 0</p>
Progress in Writing	<p>EYFS: 75.5% Disadvantaged achieved a Good Level of Development; 78.6% achieved ELG in writing</p> <p>KS1: 50% at national expectations and 25% exceeding national expectations in Writing</p> <p>KS2: Below national expectations for all disadvantaged pupils – due to prevalence of additional factors including SEND</p>

	<p>End of KS2 outcomes are particular to this academic year, three year trend for disadvantaged progress in writing is above national average progress score of 0</p>
<p>Progress in Mathematics</p>	<p>EYFS: 75.5% Disadvantaged achieved a Good Level of Development; 83.5% achieved ELG in Mathematics</p> <p>KS1: 75% at national expectations and 50% exceeding national expectations in Mathematics</p> <p>Introduction of whole class teaching and mastery approach in EYFS and KS1 is having a positive effect on outcomes.</p> <p>KS2: Whole cohort outcomes for this year are significantly above national figures with 75% of cohort achieving GLD in Mathematics evidencing the success of whole class teaching and mastery approach.</p> <p>However, below national expectations for all disadvantaged pupils – this is due to the prevalence of additional factors including SEND</p> <p>End of KS2 outcomes for disadvantaged pupils are particular to this academic year, three year trend for disadvantaged progress in Mathematics is above national average progress score of 0</p>
<p>Progress in Phonics</p>	<p>Outcomes in line with expectations given the individual additional needs of pupils in the cohort.</p> <p>50% achieved threshold.</p>

Date for next review: July 2021