

Review of Disadvantaged Pupil Action Plan and Allocation of Funding 2017-2018

School:	Longleaze Primary School		
Academic Year	2017-2018	Total PP budget	£86,609
Total number of pupils	257	Number of pupils eligible for PP	66

KS1 Attainment for Disadvantaged Pupils – % working at expected level – 2017-2018				
	School	Wiltshire	National	National Non-Dis
Reading	75%	56%	63%	79%
Writing	50%	48%	55%	74%
Maths	88%	56%	63%	80%

KS2 Attainment and Progress Measures for Disadvantaged Pupils – Three year trend									
	2015-2016			2016-2017			2017-2018		
	<i>School Disadvantaged</i>	<i>National Disadvantaged</i>	<i>National Other</i>	<i>School Disadvantaged</i>	<i>National Dis</i>	<i>National other</i>	<i>School Disadvantaged</i>	<i>National Disadvantaged</i>	<i>National Non-Disadvantaged</i>
*progress score excluding 3 school refusers and 3 children based in the school complex needs centre (years 3-5)									
% achieving in reading, writing and maths	27%	38.7%	60%	50%	47%	61%	38% (R = 50%, W=88% and M=75%)	51%	70%
% making progress in reading / scaled progress score	-5.16 (-1.99)*	-0.7	+0.3	+2.8	-0.7	+0.3	+0.9	-0.6	+0.3
% making progress in writing / scaled progress score	-3.01 (+0.27)*	-0.3	+0.1	0	-0.4	+0.1	+5.8	-0.5	+0.2
% making progress in maths / scaled progress score	-4.50 (+1.05)*	-0.5	+0.2	+3.1	-0.6	+0.2	-0.3	-0.6	+0.3

Impact of Pupil Premium Grant - 2017-2018

1) Pastoral support - To increase the social and emotional resilience of pupils so they are more able to access learning.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact of Expenditure
Children who receive pastoral care will be more emotionally resilient and as a result have a better attitude to learning (pupil voice and book scrutiny)	<p>One : One social and emotional programmes delivered by pastoral team.</p> <p>Emotional and social support within the classroom to help integrate children in to the curriculum.</p> <p>Pastoral support involving pupils being taken out of class will happen during the afternoon.</p>	<p>The impact school refusers had on KS2 progress last year.</p> <p>The high level of emotional and social need within disadvantaged pupils.</p> <p>The strong correlation between social / emotional needs and slow progress.</p>	<p>Pupil voice will inform impact statements at the start and end of support programmes (see Ceri Seal)</p> <p>The progress data for pupils supported for their social and emotional needs will be inline or above expected.</p>	Pastoral manager	<p>TERM 4 Mrs Ceri Seal has produced several impact statements to show the positive effect that pastoral support has on pupils' self-esteem.</p> <p>In year progress for pupils receiving social and emotional support is well above expected: 3.4 in reading, 2.9 in writing and 3.1 in maths.</p> <p>Term 6</p> <p>In Year progress of disadvantaged pupils receiving support for social and emotional needs is 4.2, 3.8 and 4 points for maths. All these progress scores are significantly above expected.</p> <p>Pupil voice carried out by the deputy in term 6 mentioned that the support that the school's pastoral lead and ELSA delivers helps pupils to deal with their worries.</p>
Total budgeted cost					£46,743

2) Extra TA support from 8.40am-9am to provide support for disadvantaged learners.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Impact of Expenditure
<p>Disadvantaged pupils will be heard read by teaching assistants when they arrive in the morning.</p>	<p>TAs will listen to individual readers during this time and address any mathematical misconceptions, picked up by the class teacher.</p> <p>TAs to be given training in teaching of inference and comprehension.</p>	<p>Disadvantaged pupils read less frequently than their peers.</p> <p>The KS2 progress in reading for disadvantaged pupils is significantly below national others.</p>	<p>There will be evidence that the frequency at which pupils read (either at home or in school) will increase.</p> <p>The in-year progress of disadvantaged readers will be accelerated.</p> <p>The KS2 progress score for reading will be above national non disadvantaged,</p>	<p>Reading lead SENDCo</p>	<p>TERM 4 Learning walks in the morning (8.40-9am) show that TAs are being well deployed to hear disadvantaged readers.</p> <p>Scrutiny of reading record books show that disadvantaged pupils who are below ARE are being heard read more regularly than others (comments by teachers and TAs are now written in green to make this easier to track).</p> <p>The progress of SEND / PPG pupils is currently 3.1 points (expected is 2)</p> <p>The progress of disadvantaged pupils is 2.5 (compared to 2.3 for non-disadvantaged).</p> <p>It is currently on track to be 3.5 points by the end of the year.</p> <p>TERM 6</p> <p>The progress of all disadvantaged pupils in the school was significantly above average for reading (3.8). It was 4.5 for SEND disadvantaged pupils.</p> <p>The KS2 progress score for disadvantaged pupils was 0.9. (national non disadvantaged was -0.3)</p>
<p>TAs support disadvantaged pupils with their next steps and deal with misconceptions they might have.</p>	<p>Teaching Assistants will :</p> <p>check that pupils are aware of their next steps and to act upon them before the next lesson through RTM.</p> <p>support the teachers in dealing with misconceptions from the previous days learning.</p> <p>ensure that disadvantaged pupils settle in to school in the morning so that they engage in learning as soon as possible.</p> <p>To ensure children are prepared for activities throughout the day</p>	<p>Disadvantaged pupils have found picking up new concept from the 2014 curriculum challenging,</p> <p>Immediate, needs based, intervention is proven to be more successful.</p> <p>Research suggests that pupils acting on regular feedback has a dramatic impact on progress.</p>	<p>Book scrutiny will demonstrate that pupils are consistently acting on the feedback given to them by their teachers,</p> <p>Morning curriculum walks to monitor the use of TAs at this time.</p>	<p>Deputy Head Teacher SENDCo</p>	<p>Termly</p> <p>TERM 4 Learning walks in the morning (8.40-9am) show that TAs are being well deployed to support disadvantaged pupils with their response to feedback.</p> <p>Term 6 Book scrutiny (including those carried out by external support partners) shows that both disadvantaged pupils and non-disadvantaged pupils respond to their teachers feedback, leading to accelerated progress.</p>
Total budgeted cost					£7,603

3) To fund PPG children to attend the Early Morning Drop off with breakfast session and free milk.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Disadvantaged children will be more prepared for learning and have higher levels of engagement.</p> <p>The transition between home and learning time at school will be smoother.</p>	<p>Provision of breakfast in school – free of charge to PP children - to make sure they are on time and have a settled start to their day.</p>	<p>Parents of disadvantaged pupils report that they find transition time between home and school particularly difficult.</p> <p>Teacher report that disadvantaged pupils who have not had an adequate breakfast are less focused on their learning.</p>	<p>The progress of PPG children who attend Early Morning Drop of will be greater than those PPG who do not and in line or greater than others within the school.</p> <p>The attendance percentage of these children will be in line with national.</p> <p>Staff will report that the engagement of these children will improve when they attend the EMDO</p>	<p>Deputy/Head Teacher</p>	<p>Term 4</p> <p>The progress of disadvantaged pupils attending Early Morning Drop Off, compared to disadvantaged pupils who do not.(in brackets)</p> <p>2.8 (2.7) in reading 2.7 (2.3) in writing 2.4 (2.4) in maths</p> <p>The progress of disadvantaged pupils who attend Early Morning Drop Off is greater than expected in all subjects and greater than the progress of disadvantaged pupils who do not attend Early morning drop off (shown in brackets) for writing.</p> <p>Term 6</p> <p>3.8 (3.8) reading 3.6 (3.3) writing 3.6 (3.6) maths</p> <p>The progress in reading and maths are similar for pupils attending the EMDO session. However, writing progress is greater for those who attend EMDO. This could be due to writing generally being taught after play towards the end of the morning when pupils may be more hungry and less attentive.</p>
Total budgeted cost					£12,995 and £778

4) Key Phase and subject lead Release time for tracking of progress, preparing and leading Pupil Progress Meetings and staff training.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?																																								
Phase and subject leaders will drive improvement strategies forward and be given time to monitor the impact of these strategies.	<p>Raising Attainment Action Plans will include a section on disadvantaged pupils</p> <p>All monitoring activities will include a sample of disadvantaged and non-disadvantaged pupils . A direct comparison will be made.</p> <p>Phase leaders will use conversion charts to identify disadvantaged pupils who are not on track to make end of year targets</p> <p>Phase leaders will focus on disadvantaged pupils during pupils progress meetings.</p> <p>Phase leaders will set FFT targets for all pupils within their phase including those who are disadvantaged.</p>	<p>Some disadvantaged pupils are more prone to under achievement.</p> <p>Identifying disadvantaged pupils who are not making the expected progress at an early stage is key.</p> <p>Raising the profile of disadvantaged pupils for phase leaders and the teachers and TAs in their team is vital in ensuring that strategies are consistently applied throughout the school.</p> <p>Distributed leadership.</p>	<p>The % of disadvantaged pupils meeting the expected standard in maths, reading and writing in EYFS will be above national.</p> <p>The % of pupils at the end of KS1 meeting the expected standard in reading, writing and maths will be above national.</p> <p>The progress scores for disadvantaged pupils at the end of KS2 will be above national.</p>	Phase and subject leaders	<p>Term 4</p> <p>The % of pupils on track to reach GLOD at the end of EYFS is on track to be 75% (national for all pupils last year was 69%).</p> <p>73% of disadvantaged pupils are on track to be expected at the end of KS1 in reading. (17% increase on last year). National non-disadvantaged was 79%</p> <p>Currently 48% of disadvantaged pupils are on-track to be expected in writing (a 15% increase from last year). This is expected to increase as evidence is collected in the final two terms.</p> <p>81% of disadvantaged pupils are on track to be expected at the end of KS1 in maths (37% increase from last year). National non-dis-advantaged last year was 81%.</p>																																								
<p>Teachers are aware of the progress and attainment of the disadvantaged pupils in their class. They plan intervention when this progress and attainment is below expected.</p> <p>The progress of disadvantaged groups will tracked closely in EYFS and KS1 and interventions for these pupils will be provided promptly when progress is a concern.</p>	<p>Pupil Progress meetings will be used to challenge and support teachers on the progress of their pupils, particularly those who are disadvantaged. They will be led by the subject leaders for reading, writing and maths and by the school's SENCo.</p> <p>These will form a focus for these meetings (particularly those in KS1).</p> <p>Teachers track the attainment and progress of disadvantaged pupils against Fischer Family Trust targets and plan provision which include intervention for those who are falling behind.</p> <p>Data tracking for EYFS and KS1 EYFS Reports to Curriculum and Standards committees.</p> <p>Bespoke intervention for those disadvantaged children falling behind.</p>	<p>The % of disadvantaged pupils reaching an expected standard at the end of EYFS and KS1 was below national in 2016/2017</p> <p>If subject leaders are more aware of the progress of disadvantaged pupils within their subjects, they are in a better position to plan actions in their subjects to ensure these pupils make progress.</p> <p>Nationally, it is often suggested that teachers have lower expectations for the attainment of disadvantaged pupils because of their backgrounds. The use of (top 20%) FFT targets ensures that teachers set suitably high targets for their disadvantaged pupils.</p>	<p>The % of disadvantaged pupils at GLOD will increase from last year and be in line with the national average for non-disadvantaged pupils.</p> <p>The % of disadvantaged pupils achieving the expected standard in reading, writing and maths at the end of year 2, will be in line with non-disadvantaged pupils.</p>	Class Teachers	<p>Term 6</p> <p>EYFS Disadvantaged Data % reaching the expected standard</p> <table border="1"> <thead> <tr> <th></th> <th>Sch</th> <th>LA</th> <th>NatD</th> <th>NatND</th> </tr> </thead> <tbody> <tr> <td>GLOD</td> <td>67%</td> <td>50%</td> <td>57%</td> <td>74%</td> </tr> <tr> <td>Literacy</td> <td>67%</td> <td>53%</td> <td>59%</td> <td>76%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>61%</td> <td>65%</td> <td>81%</td> </tr> </tbody> </table> <p>The % of disadvantaged pupils meeting GLOD was above national disadvantaged but below national non-disadvantaged.</p> <p>KS1 data (end of year 2) % working at expected level</p> <table border="1"> <thead> <tr> <th></th> <th>Sch</th> <th>LA</th> <th>NatD</th> <th>NatND</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>56%</td> <td>63%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>48%</td> <td>55%</td> <td>74%</td> </tr> <tr> <td>Maths</td> <td>88%</td> <td>56%</td> <td>63%</td> <td>80%</td> </tr> </tbody> </table> <p>The % of disadvantaged pupils reaching expected in reading was above national disadvantaged. In maths it was above national non-disadvantaged but in writing it was below national disadvantaged.</p>		Sch	LA	NatD	NatND	GLOD	67%	50%	57%	74%	Literacy	67%	53%	59%	76%	Maths	67%	61%	65%	81%		Sch	LA	NatD	NatND	Reading	75%	56%	63%	79%	Writing	50%	48%	55%	74%	Maths	88%	56%	63%	80%
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Total budgeted cost					£6,800 + £500																																								

5) Talk for Writing and other techniques that improve oracy					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged children will develop greater oracy skills.	Staff training for: Text mapping Story making Information gap tasks Text reconstruction	Some disadvantaged pupils demonstrate poor oracy skills. This is having an impact on the progress of writing (particularly in Year 4) Research shows that developing oracy skills has a positive impact on standards of writing (particularly for EAL and disadvantaged children) - Wiltshire Disadvantaged Leaders network meeting.	The progress of all disadvantaged pupils in writing will be greater than expected (more than 3 points). The progress of disadvantaged pupils with SEND will be more than 3.5 points. The KS2 progress score for writing will be greater than national non-disadvantaged.	Writing Lead	TERM 4 The overall progress for writing is currently 2.3 and 3.4 for PPG/SEND. The progress of disadvantaged pupils in year 5 is currently 3.1 in writing (3.4 for PPG/SEND) Term 6 The progress of disadvantaged pupils across the school for writing was 3.5 points for disadvantaged and 4.3 for disadvantaged pupils with SEND. The KS2 progress score for disadvantaged pupils in writing was +5.3 (significantly higher than national non-disadvantaged)
Total budgeted cost				Included in the allocation for release time for leader (see above)	

6) White Rose Hub Maths Scheme					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
Disadvantaged pupils with SEND have a greater mastery of new maths concepts.	Units last for a longer period of time and allow children more opportunities to master concepts.	Last year the progress of low attaining disadvantaged children and those with SEND across the school was significantly lower than expected, particularly in maths. It was 2 points (expected is 3 or above). This is also evident from KS2 progress. These children lack basic numeracy skills and are also finding it difficult to master elements of the 2014 curriculum.	The progress of disadvantaged pupils in maths will be greater than expected (more than 3 points). The progress of disadvantaged pupils with SEND will be greater than expected (more than 3 points)	Maths Lead	Term 6 The progress of disadvantaged pupils throughout the school was 3.7. Progress of disadvantaged pupils with SEND was 4.4.
Disadvantaged pupils with SEND are supported more effectively through the use of visual and concrete resources.	Teachers to use visual and concrete resources that are suggested by this scheme.		The KS2 progress score for maths will be greater than national non-disadvantaged. Scrutiny of maths books for SEND disadvantaged will show evidence of pupils using concrete and pictorial resources to accelerate progress in lessons.		The KS2 progress score for disadvantaged pupils in maths was -0.3 (above national disadvantaged but below national non-disadvantaged. (-0.6 and +0.3). Scrutiny of maths books and pupil voice show evidence that pupils are accessing concrete and pictorial resources to support them.
Total budgeted cost				Included in the allocation for release time for leader	

7) Play Therapy					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
These specific children will have a better attitude to school and their emotional well-being and resilience will be increased (pupil voice)	Play Therapy	The high level of emotional and social need within disadvantaged pupils. The strong correlation between social / emotional needs and slow progress.	These specific children will have a better attitude to school and their emotional well-being and resilience will be increased (pupil voice) The progress of these children in reading, writing and maths will accelerate	Play Therapist	Term 6 Both disadvantaged pupils who received play therapy made the expected progress in reading, writing and maths this year,
Total budgeted cost					£3,150

8) To provide enrichment opportunities for PPG children					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
Our target is that 1/3 of the children currently attending school clubs / extra-curricular activities are those eligible for PPG funding.	The PPG will be used to partially fund: <ul style="list-style-type: none"> • Music lessons • Gymnastics lessons • Sports clubs e.g. tennis sessions • School trips, including residential visits • Visitors to school e.g. Aspiration Performance (“Get Out Your Box”), “Stand up to Bullying”. • 101 Things to do on a Rainy Day (books to give parents ideas for weekend activities). 	Disadvantaged children tend not to attend extra-curricular clubs / residential visits and therefore can miss out on enrichment opportunities. In the past, these children have not attended residential visits.	There will be improvement in the attitude of children receiving PPG to school. (pupil voice) The health and welfare of these children will improve (pupil voice).	P.E lead	Term 3 1/3 of pupils who attend extra –curricular activities are disadvantaged pupils. Term 6 During a pupil voice exercise on attitudes to school, both disadvantaged pupils and non-disadvantaged pupils demonstrated good attitudes to school. Pupils mentioned extra – curricular activities as one of the reasons they enjoyed school.
Total budgeted cost					£900

9) To fund new uniform for pupils who are eligible for Free School Meals.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
Disadvantaged pupils will not feel isolated or unfairly highlighted as a result of wearing an older / different coloured school uniform.	<ul style="list-style-type: none"> Disadvantaged pupils will initially receive free sets of the school's new uniform. 	Protective characteristics.	<p>Pupil voice will reveal that disadvantaged pupils feel as safe and valued as other pupils in the school.</p> <p>Pupil voice will show that disadvantaged and non-disadvantaged pupils will both feel proud of their school.</p>	Head Teacher	<p>Term 6</p> <p>Pupil Voice (Term 6) revealed that both disadvantaged pupils and non-disadvantaged pupils felt safe at school. They also expressed how proud they were in their own achievement and the achievements of the school.</p> <p>When asked about school uniform, one disadvantaged child commented that the school uniform made "everyone look the same so it is fair". Another commented "It makes me feel proud of the school."</p>
Total budgeted cost					£900

10) No Added Sugar Art Project – mural in the foyer of the school.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
<p>The self-esteem of disadvantaged pupils will improve as will their sense of inclusion.</p> <p>The school environment will improve. This will have a positive impact on learning attitudes (including those of disadvantaged pupils).</p> <p>The project will provide pupils with social emotional needs (many of whom are disadvantaged) with another important calming strategy.</p> <p>The project will help to develop the ability for all of our children to work in a team.</p>	<p>A group of local artists will work with all pupils across the school to create a mural for the foyer of the school.</p> <p>Art leader will organise the two days to allow all pupils to access the project.</p>	Many of the disadvantaged pupils have low self-esteem as a result of their home backgrounds, Some of these pupils also have trouble working in a team and calming themselves.	<p>Disadvantaged pupils will feel more included and their self esteem will have improved.</p> <p>They will demonstrate better team work skills in lessons.</p>	Art Lead SBM	<p>Term 6</p> <p>Pupil voice (Term 6)</p> <p>Both disadvantaged and non-disadvantaged pupils referred to art and whole school projects being a highlight of their learning at Longleaze.</p> <p>Lesson observations (throughout the year) demonstrate that all pupils show strong collaborative skills (including the disadvantaged).</p>
Total budgeted cost					£1,235

11) Interactive Learning Diaries.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
Early Years teachers will be able to assess all children in Reception more easily (including disadvantaged pupils) and gather evidence to help moderate their judgements.	Interactive learning journeys allow teachers to record and upload evidence electronically. This makes patterns in data easier to track.	Last year, the percentage of EYFS disadvantaged pupils reaching GLOD was below national average. The closer tracking of the progress of these individuals this year will allow teachers to fine tune provision and maximise the progress that they make.	The % of disadvantaged pupils reaching GLOD will increase.	EYFS lead	Term 6 The % of disadvantaged pupils reaching GLOD at the end of the year 67% (higher than the national figure) and greater than last year.
Total budgeted cost					£1,200 (carried forward)

12) Parent Carer Support Advisor					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The quality of parenting of disadvantaged pupils will improve as a result of the advice they receive from the Parent Carer Advisor. This will lead to these pupils being in a better position to learn and make progress.	A Parent / Support Advisor will be made available to the parents of pupils (including those who are disadvantaged) when they require it.	The home lives of many of our disadvantaged pupils are often quite chaotic. Their parents are often faced with more challenges (particularly financial) than other parents. This can make parenting more difficult for them.	The parent advisor will report on the impact of the advice and interventions she provides for parents.	PSA	Term 6 There have been several successful outcomes of meetings between the parent support advisor and parents and carers of disadvantaged pupils.
Total budgeted cost					£780

13) Arbor Report (Data analysis)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The school will have a detailed understanding of the performance of different school groups at the end of EYFS, KS1 and KS2.</p> <p>They will be more aware the relative strengths and weaknesses.</p>	<p>Investment in the Arbor Report which identifies weakness and strengths with EYFS, KS1 and KS2 performances.</p>	<p>The school's good understanding of its strengths and weaknesses was picked up by Ofsted as being a key strength.</p>	<p>End of year headline data</p>	<p>Deputy Head Teacher Head Teacher</p>	<p>Term 6</p> <p>The previous challenge review (Term 4) estimated the School Improvement Strategies to be outstanding. They commented that leaders at every level had a good understanding of the standards in their subjects. The report stated:</p> <p>“Relevant and appropriate priorities are sharply identified and have been shaped into the ‘RAISE’ acronym. Leaders are highly reflective and regularly review progress against well-designed action plans”.</p>
Total budgeted cost					£330
Roll over in to next year's Pupil Premium Budget					£2,695