



Learning for Life

LONGLEAZE PRIMARY SCHOOL



Longleaze School Disadvantaged Allocation Plan

2018-2019



EYFS % achieving Expected or Above (2016)			
	FSM 2017	FSM Children 2018	National Disadvantaged (Nation Non Disadvantaged)
Reading	0	67	63 (80)
Writing	0	67	59 (76)
Maths	75	67	65 (81)
GLOD	0	67	57 (74)

The % of pupils reaching the expected standard is higher than national in reading, writing and number. The % of pupils achieving GLOD is significantly higher than national. This is a significant increase on last year (apart from in maths).

Year 1 Phonics Screening (2017)			
5 out of 10 children are SEND	Disadvantaged School 2017	Disadvantaged School 2018	National Disadvantaged 2018
Phonics Screening	86%	40%	72%

The % of disadvantaged pupils reaching the expected standard in phonic is significantly below national

	End of KS1 Disadvantaged achieving Expected or Above			End of KS1 Disadvantaged achieving GDS		
	School 2017	School 2018	National 2018 (non dis)	School 2017	School 2018	National 2018
Reading	56%	75%	63%(79%)	0%	25%	14%
Writing	33%	50%	55%(74%)	11%	12%	8%
Maths	44%	88%	63%(80%)	11%	0%	12%

The % of pupils achieving the expected standard in reading and maths is higher than the national disadvantaged. The % of pupils achieving the expected standard in writing is below the national (but represents an increase from last year). The % of pupils achieving the expected standard in maths is higher than national non-disadvantaged.

The % of pupils reaching a greater depth is higher than national average in reading, at the national average in writing but below the national average in reading.

Key Stage 2 – Disadvantaged Attainment					
	Longleaze 2017	Longleaze 2018	National 2018 (other)	Longleaze GDS	National GDS (other)
Reading	56%	50%	64% (80%)	13%	18% (33%)
Writing	67%	88%	67% (82%)	13%	24% (29%)
Maths	78%	75%	64% (81%)	13%	14% (28%)
Combined	44%	38%	51%	13%	4%

The % of disadvantaged pupils achieving the expected standard in maths and writing is significantly greater than the national figure and greater than the non-disadvantaged for writing. The % reaching a greater depth is below national for reading, writing and maths.

Progress Scores for Dis-advantaged Pupils - Unvalidated					
	Longleaze Disadvantaged 2016	Longleaze Disadvantaged 2017	Longleaze Disadvantaged 2018	National (disadvantaged 2017)	National disadvantaged (2018)
Reading	-5.16	+2.7	+0.9	-0.6	+0.3
Writing	-3.01	-0.1	+5.3	-0.5	+0.2
Maths	-4.50	+3.1	-0.3	-0.6	+0.3

The progress scores for disadvantaged pupils are above national disadvantaged for reading, writing and maths and above national non-disadvantaged for reading and writing.

DATA FOR DISADVANTAGED PUPILS – 2017-2018 – LONGLEAZE PRIMARY SCHOOL

Disadvantaged Pupil Action Plan and Allocation of Funding 2018-2019

School:	Longleaze Primary School	Review Date:	July 2019
Academic Year	2018-2019	Total PP budget	£71,820
Total number of pupils	261	Number of pupils eligible for PP	51

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Emotional Mental health issues have historically had an impact on the progress of disadvantaged children in the school.. However, currently throughout the school (but particularly in year 6) there are a significant number of pupils with social and emotional needs. The challenge for the school is addressing these needs without taking children out of their literacy and numeracy lessons (preventing them from falling further behind and further affecting their self-esteem). Support will be mainly class based and when specific S and E support is required it will focus on resilience and it will take place in the afternoon wherever possible.
B.	Although the progress of disadvantaged readers 0.9 is above national non-disadvantaged, the % of disadvantaged pupils achieving the expected standards or above (attainment) is significantly below national other. Some disadvantaged pupils are not heard read as often as other pupils and do not always have a home environment that is rich in literature.
C.	Disadvantaged pupils often find the transition between home and school settings difficult. Some pupils do not eat a substantial breakfast before starting school. This has a negative impact on their concentration.
D.	Disadvantaged children are less likely attend extra-curricular clubs / residential visits and therefore can miss out on enrichment opportunities.
E.	Some disadvantaged pupils demonstrate poor oracy skills. They are not always exposed to a rich language at home. This has an impact on the progress of writing.
F.	Some disadvantaged pupils demonstrate poor acquisition of phonics understanding and application.
G.	Historically, mental health issues (leading to school refusal) had an effect on attendance rates. Historically, some parents were finding it difficult to get their children in to school on time. Many disadvantaged children were arriving at school late, without eating their breakfast. This was affecting their progress.
H.	The parents and carers of disadvantaged pupils are not always as engaged in education as others.

2. Summary of Spending		
	Allocation of Spending	Amount of Funding
1	Pastoral support - To increase the social and emotional resilience of pupils so they are more able to access learning.	£39,548
2	Extra TA support from 8.40am-9am to provide support for disadvantaged learners.	£8,423
3	Training for Talk for Writing and other techniques that improve oracy.	£750
4	Training to deliver outstanding maths provision through the delivery of the White Rose Hub Maths Scheme.	£750
5	To provide enrichment opportunities for PPG children	£3,482 + £740
6	New Scheme of Learning For Phonics	£1,000
7	New Reading Scheme to support the teaching and learning of phonics.	£2,000
8	A New Online System for Tracking Pupils' Gaps in Phonics	£500
9	The school will employ a TA, trained in outdoor learning, to work alongside teachers to plan and deliver outdoor learning sessions	£500
10	Parent Carer Support Advisor Service	£575
11	To fund PPG children to attend the Early Morning Drop off with breakfast session and free milk.	£11,367 + £785
12	Interactive Learning Diaries	£1200
13	School Uniform	£200
Total Expenditure		£71,820

3. Planned expenditure Academic year - 2018-2019

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?	Success Criteria	Staff lead	Impact?
<p>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>	<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>More structured provision at lunch time in the Nurture Room.</p> <p>Extra supervision at Lunchtime (outside) to support pupils with social and emotional needs.</p> <p>Emotional and Social support for pupils on residential and day trips outside of school.</p> <p>Support for pupils who have family members who are part of the forces e.g. during times when members of the family are away on military duty.</p>	<p>The high level of emotional and social need within the disadvantaged pupil group.</p> <p>The strong correlation between social / emotional needs and slow progress.</p> <p>The positive impact of pastoral support on the progress of disadvantaged pupils over the last two years has been significant.</p> <p>The Educational Endowment Foundation Research shows that social and emotional learning has a +4 month impact on progress.</p>	<p>The progress of pupils with support for Social and Emotional needs will be in line with the expected.</p> <p>Teachers will report that pupils who receive support for social and emotional needs will demonstrate a better attitude to learning.</p>	<p>Pastoral manager</p>	
Total budgeted cost					£39,548

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?
<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. They will ask questions that develop reading comprehension strategies.</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>The impact of early morning reading on the reading progress of disadvantaged pupils over the last two years has been significant.</p> <p>The Educational Endowment Foundation Research shows that the teaching of reading comprehension strategies has a +6 month impact on progress.</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>Reading lead SENDCo</p>	
<p>TAs support disadvantaged pupils with their next steps and deal with misconceptions they might have.</p> <p>Allow disadvantaged pupils to master key concepts before moving on to new content.</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 e.g. TA will check they have P.E kits, home learning etc.</p>	<p>Disadvantaged pupils have found picking up new concepts from the 2014 curriculum challenging,</p> <p>Immediate, needs based, intervention is proven to be more successful.</p> <p>The impact of intervention on the maths progress of disadvantaged pupils over the last two years has been significant.</p> <p>Many disadvantaged children were not coming to school prepared for learning.</p> <p>The Educational Endowment Foundation Research shows that mastery has a +5 month impact on progress.</p> <p>The impact of effective feedback is +8 months.</p>	<p>Book scrutiny to check for quality of response to feedback.</p> <p>Morning curriculum walks to monitor the use of TAs at this time.</p>	<p>SENDCo Deputy Head Teacher</p>	
Total budgeted cost					£8,423

3) Training for Talk for Writing and other techniques that improve oracy.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Impact?
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 Educational Endowment Foundation Research shows that oral language interventions have a +5 month impact on progress.	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	
Total Budget Cost					£750

4) Training to deliver outstanding maths provision through the delivery of the White Rose Hub Maths Scheme and other maths initiatives.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Impact?
Disadvantaged pupils with SEND have a greater mastery of new maths concepts.	Training for the Maths subject leader based on new developments and research carried out by the WRH	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.	Pupil progress meetings Analysis of group data Work / planning scrutiny Curriculum walks Lesson observations	Maths Lead	
Disadvantaged pupils with SEND are supported more effectively through the use of visual and concrete resources.	Up to date Staff Training for all members of staff to disseminate these updates. Training on how to improve pupils mental calculation abilities.	Teachers to use visual and concrete resources that are suggested by this scheme. Units last for a longer period of time and allow children more opportunities to master concepts. The Educational Endowment Foundation Research shows that mastery has a +5 month impact on progress.			
Total budgeted cost					£750

5) 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	Impact?
<p>The school will provide an enriched curriculum that engages and inspires all its learners.</p> <p>Disadvantaged pupils will have the same opportunities for an enriched curriculum as other pupils.</p>	<p>The PPG grant will be used to fund the Wilshire Library Service which provides a range of exciting and engaging resources linked to the current curriculum.</p> <p>The PPG will also be used to partially fund:</p> <ul style="list-style-type: none"> • School trips, including residential visits • Contributions to the costs of visitors to school e.g. visiting pantomimes, planetarium • Sports and music clubs. 	<p>Disadvantaged children tend not to attend extra-curricular clubs / residential visits and therefore can miss out on enrichment opportunities.</p> <p>In the past, these children have not attending residential visits.</p> <p>The Educational Endowment Foundation Research shows that outdoor/adventure learning has a +4 month impact on progress.</p> <p>Research (EEF) shows that the progress of disadvantaged pupils is often affected by “dampened motivation”. Providing interesting and inspiring resources which helps pupils become intrinsically motivated by learning.</p>	<p>Lesson observations show that all pupils, including those that are disadvantaged, are engaged in their learning.</p> <p>There will be improvement in the attitude of children receiving PPG to school. (pupil voice)</p> <p>The health and welfare of these children will improve (pupil voice).</p>	<p>SLT</p> <p>P.E lead</p>	
				Total budgeted cost	£3,842 (WLS) and for school trips / visitors - £750

6) New Scheme of Learning For Phonics					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Impact?
The school will have a rigorous scheme of learning for phonics which will	<ul style="list-style-type: none"> Phonics lead and KS1 teachers will research different options and invite representatives from 3 different companies to share their products. Phonics lead, head and KS1 will write a phonics action plan. Other members of KS1 staff to be involved in this decision. Phonics scheme to be purchased 	<p>Only 40 % of disadvantaged year one pupil passed the phonics screening test last year.</p> <p>Wiltshire has a very low percentage of disadvantaged pupils passing the phonics screening test when compared to other local authorities.</p> <p>The Educational Endowment Foundation Research shows that the effective teaching of phonics has a +4 month impact on progress.</p>	<p>An increase % of disadvantaged pupils will pass the phonics screening test at the end of the year. This % will be in line with national figures.</p> <p>Lesson observations will show that the new scheme is leading to outstanding phonics provision.</p>	Phonics Lead	
Total budgeted cost					£1,000

7) New Reading Scheme to support the teaching and learning of phonics.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Impact?
The school will have in place a reading scheme that systematically supports the teaching of phonics in KS1.	<ul style="list-style-type: none"> Reading lead to research 3 possible reading scheme and invite in representatives from each company. Other members of KS1 staff to be involved in this decision. Reading scheme to be purchased. Reading lead to provide training for teachers, TAs and parent / carers in how this scheme works. 	<p>Only 40 % of disadvantaged year one pupil passed the phonics screening test last year.</p> <p>Wiltshire has a very low percentage of disadvantaged pupils passing the phonics screening test when compared to other local authorities.</p> <p>The school's existing reading scheme does not systematically support the teaching of phonics.</p> <p>The Educational Endowment Foundation Research shows that mastery has a +5 month impact on progress.</p>	<p>An increase % of disadvantaged pupils will pass the phonics screening test at the end of the year. This % will be in line with national figures.</p> <p>Staff, parents / carers will be confident in how this reading scheme works and support the teaching of phonics.</p>	Reading lead.	
Total budgeted cost					£2,000

8) A New Online System for Tracking Pupils' Gaps in Phonics					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Impact?
The school will have a very clear view of the phonic gaps for individual pupils and groups of pupils, allowing intervention to be planned more effectively.	<ul style="list-style-type: none"> Year 1 teacher will research and trial this system "Phonics Tracker". Year 1 teacher to share findings with other KS1 staff. Phonics tracker to be purchased. Year 1 teacher to provide training for teachers, TAs and parent / carers in how this scheme works. 	<p>Only 40 % of disadvantaged year one pupil passed the phonics screening test last year.</p> <p>Wiltshire has a very low percentage of disadvantaged pupils passing the phonics screening test when compared to other local authorities.</p> <p>The Educational Endowment Foundation Research shows that mastery has a +5 month impact on progress.</p>	<p>An increase % of disadvantaged pupils will pass the phonics screening test at the end of the year. This % will be in line with national figures.</p> <p>Observations of phonic intervention will demonstrate precision teaching based on gaps in learning for individuals or groups of pupils.</p>	Year 1 Teacher	
Total budgeted cost					£500

9) The school will employ a TA, trained in outdoor learning, to work alongside teachers to plan and deliver outdoor learning sessions

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Impact?
<p>An initial Outdoor learning session, with a trained Teaching assistant, will be provided for all classes throughout the school.</p> <p>Teachers will continue to provide these sessions on their own.</p>	<ul style="list-style-type: none"> • Forest School TA will help lead a PDM with outdoor learning lead to explain the opportunities that outdoor learning can provide for pupils. • Outdoor learning lead to liaise with teachers to decide the content of their outdoor learning session. • Trained TA and teacher to deliver outdoor learning session. • Teachers to continue providing this provision, in the future. 	<p>It is proven that the benefits of outdoor play include:</p> <ul style="list-style-type: none"> • Building confidence and independence. • Feeling empathy for others and nature. ... • Physical fitness. ... • Health benefits. ... • Improved mental health. . • Learning by experience. . • Exposure to manageable risk. • Better sleep and mood. <p>These are often issues faced by many of our disadvantaged pupils.</p> <p>Government research suggests that outdoor learning is particularly important in providing opportunities for disadvantaged pupils</p> <p><i>“Furthermore, outdoor education has a key role to play in the social inclusion agenda, offering children who may not otherwise have the opportunity the simple chance to experience the countryside, or other parts of our heritage that many others take for granted.” - House of Commons – Educational and Skill Report 2005.</i></p> <p>The Educational Endowment Foundation Research shows that outdoor / adventure learning has a +4 month impact on progress.</p>	<p><i>Observations of Outdoor learning sessions will show disadvantaged pupils being engaged in their learning.</i></p> <p><i>Pupil voice will show evidence of some of the benefits of outdoor learning to disadvantaged pupils.</i></p>	<p>Outdoor learning lead</p>	
Total budgeted cost					£500

10) Parent Carer Support Advisor Service					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Impact?
<p>The quality of parenting of disadvantaged pupils will improve as a result of the advice they receive from the Parent Carer Advisor.</p> <p>This will lead to these pupils being in a better position to learn and make progress.</p>	<p>A Parent / Support Advisor will be made available to the parents of pupils (including those who are disadvantaged) when they require it.</p>	<p>The home lives of many of our disadvantaged pupils are often quite chaotic.</p> <p>Their parents are often faced with more challenges (particularly financial) than other parents. This can make parenting more difficult for them.</p> <p>The Educational Endowment Foundation Research shows that parental engagement has a +3 month impact on progress.</p>	<p>The parent advisor will report on the impact of the advice and interventions she provides for parents.</p>	<p>PSA</p>	<p>.</p>
Total budgeted cost					£750

11) 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?	Success Criteria	Staff lead	Impact?
<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>Early Morning Drop off:</p> <p>38 weeks of provision</p> <p>20 disadvantaged pupils attend at £7.50 per week.</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>Over the last two years, this funding has shown to have a positive impact on the progress of disadvantaged pupils at Longleaze School (see Impact of funding 2017-2018)</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>	Martin Yeo	
Total budgeted cost					£11,367 + £785

12) Interactive Learning Diaries.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Impact?
<p>Early Years teachers will be able to assess of all children in Reception more easily (including disadvantaged pupils) and gather evidence to help moderate their judgements.</p>	<p>Interactive learning journeys allow teacher to record and upload evidence electronically. This makes patterns in data easier to track.</p>	<p>Last year, the percentage of EYFS disadvantaged pupils reaching GLOD was below national average.</p> <p>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.</p>	<p>The % of disadvantaged pupils reaching GLOD will increase.</p>	EYFS lead	
Total budgeted cost					£1,200

13) 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?	How will you ensure it is implemented well?	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. Pupil voice last year revealed that having School uniform helped disadvantaged pupils feel they have a sense of belonging.	Pupil voice will reveal that disadvantaged pupils feel as safe and valued as other pupils in the school.	Head Teacher	Yearly
Total budgeted cost					£200