

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Langtoft Primary School
Pupils in school	203
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£18,830.00
Academic year or years covered by statement	2019/2020-2021/2022 (three)
Publish date	1 November 2019
Review date	1 October 2020
New publish date	1 November 2020
Next review date	1 October 2021
Statement authorised by	Mr J McCullough
Pupil premium lead	Mrs E Pennell
Governor lead	Miss H Yemc

## Disadvantaged pupil progress scores for last academic year (2019/2020)

Measure	Score
Reading	School level data was not published for 2019/2020.
Writing	
Maths	

## Disadvantaged pupil performance overview for last academic year (2019/2020)

Measure	Score
Meeting expected standard at KS2	School level data was not published for 2019/2020.
Achieving high standard at KS2	

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1; reading	<ul style="list-style-type: none"><li>• Ensure all staff (including newly-appointed staff) are delivering phonics programme with fidelity and impact by participating in two Development Days in each academic year.</li><li>• Replenish phonics resources and reading scheme resources annually so have quantity and matched-to-ability texts to send home</li></ul>

	<ul style="list-style-type: none"> <li>• Provide workshops and video lessons for parents so can support reading at home</li> <li>• Teachers share a story a day. In Key Stage 2, children have copy of text to follow</li> <li>• Assess reading ability every six weeks (a termlet) if child on phonics programme and every 12 weeks if not using standardised tests</li> <li>• Have reading-based target each termlet to monitor progress</li> </ul>
Priority 2; writing	<ul style="list-style-type: none"> <li>• Teach children to write daily in whole class sessions, in small groups or as individuals</li> <li>• Embed 1:1 live feedback for pupils in EYFS and Key Stage 1</li> <li>• Embed 1:1 editing for pupils in Key Stage 2</li> <li>• Provide an audience and purpose (for boys especially) for writing that interests and motivates</li> <li>• Use evidence-based intervention to support progress (precision teaching for spelling)</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Practise materials for early readers connect closely to the phonics knowledge pupils are taught when they are learning to read</li> <li>• Children are taught to read (using phonics) and practise their skills more than once a day</li> <li>• 1:1 feedback or editing of writing focuses on the must-haves so that the core skills are retained</li> </ul>
Projected spending	£12, 700.00

### Teaching priorities for current academic year (2020/2021)

In the absence of national testing and data, targets are based on in-house measures

Aim	Target	Target date
Progress in Reading	All disadvantaged pupils in KS2 are no more than one Oxford Reading Tree stage behind the scheme's expectations. At least 85% of disadvantaged pupils are in line. At least 80% of disadvantaged pupils in KS2 met the expected standard in OUP/Testbase comprehension tests/STA past papers. At least 33% are working at greater depth within the standard.	July 2021
Progress in Writing	All disadvantaged pupils meet the on-entry criteria for their year group by the end of Termlet 2 (December). At least 80% of disadvantaged pupils are working within the standard by end of Termlet 6 (July). At least 20% are working at greater depth within the standard.	July 2022
Progress in Mathematics	At least 80% of disadvantaged pupils work with fluency in the core areas of number (place value, addition, subtraction, multiplication, division and fractions) and geometry (properties of shape)	July 2022
Phonics	i) All disadvantaged pupils in EYFS/KS1 are no more than one <i>Read Write Inc Phonics</i> band behind the	i) On-going

	<p>expectations of the programme. At least 90% of disadvantaged pupils are on track.</p> <p>ii) All disadvantaged pupils reach the expected standard in the Y1 PSC.</p>	ii) June 2020, June 2021, June 2022.
Other	<p>Every disadvantaged pupil from Y1 onwards attends an extra-curricular club (for a fixed period) at least once during an academic year.</p> <p>Every disadvantaged pupil in KS2 represents the school at a sporting event in an academic year.</p> <p>Attendance for every disadvantaged pupil is never less than 97%</p>	<p>July 2022</p> <p>July 2022</p> <p>At the end of each termlet</p>

### Targeted academic support for current academic year

Measure	Activity
Priority 1; reading	<ul style="list-style-type: none"> <li>Headteacher and TAs in Y1, Y2 and Y3 deliver 1:1 phonics tutoring to pupils who are not on track to reach expected standard in Phonics Screening Check or who did not reach standard at end of Y1 or Y2.</li> <li>Pupils taught phonics in small groups of no more than 14</li> <li>Pupils on phonics programme revise sounds at home using 'Rosie' videos</li> <li>All disadvantaged pupils read to adult on 1:1 and discuss understanding of text at least twice per week</li> <li>Pupils are read to by class teacher at least four times per week from high quality text. They are supported by adult to answer comprehension questions.</li> </ul>
Priority 2; writing	<ul style="list-style-type: none"> <li>All disadvantaged pupils receive 1:1 feedback from class teacher or teaching assistant for the week's 'extended' writing. They edit their work with an adult, focusing on 'making sense' and core skills.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Access to high-quality texts</li> <li>Regular, high-quality feedback to impact progress</li> </ul>
Projected spending	£6,300.00

### Wider strategies for current academic year

Measure	Activity
Priority 1	Contribution to purchase of uniform (September)
Priority 2	Full access to extra-curricular activities (on-going)
Barriers to learning these priorities address	Sense of inclusion and equity. Motivator to attend.
Projected spending	£850 (£50 per pupil)

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>• Creating homogenous groupings for phonics teaching</li> <li>• Negative impact of low engagement during lockdown (March to July 2020)</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher teaches a group. 1:1 intervention plugs gap.</li> <li>• Focus on key areas of phonics, reading, vocabulary, writing and mathematics on return in September 2020.</li> </ul>
Targeted support	Time for Curriculum Leader for Reading to assess pupils.	Supply teacher booked in advance for whole year
Wider strategies	Lack of activities due to COVID-19	Prioritise disadvantaged pupils when activities recommence

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	Steady improvement in progress. On track towards aim.
Progress in Writing	No disadvantaged pupils working at greater depth within standard. Identification of specific weaknesses in writing.
Progress in Phonics	100% of disadvantaged pupils reached standard in Screening Check in Y1 in June 2019