

## -- Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Long Sutton Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£163,680 + £30,318 carry forward	<b>Date of most recent PP Review</b>	Summer 18
<b>Total number of pupils</b>	422	<b>Number of pupils eligible for PP</b>	112	<b>Date for next internal review of this strategy</b>	July 19

2.	3. Current attainment		
Number of pupils = 58 Number of disadvantaged pupils = 18 (31% of cohort)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	39%	68%	70%
<b>% making progress in reading</b>	50%	73%	80%
<b>% making progress in writing</b>	67%	80%	83%
<b>% making progress in maths</b>	67%	76%	81%
<b>Progress measure in reading</b>	-1.10	-1.19	
<b>Progress measure in writing</b>	1.42	0.74	
<b>Progress measure in maths</b>	0.04	-0.55	

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills and communication in Reception and Year 1 (and in other year groups) are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Oral language and breadth of vocabulary continue to be a concern across the school.
<b>B.</b>	For some pupils eligible for PP, their emotional readiness for learning is a barrier to their progress. This is often due to personal and trauma/poor home learning environment.
<b>C.</b>	A limited numbers of pupils have sufficient support at home to help them develop reading skills as rapidly as we would like.
<b>D.</b>	Relative progress for 2016 and 2017 had been significantly below the national average in Reading, Writing and Maths placing us in the bottom 20% of schools nationally.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Financial – Some children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding (Cultural capital)
<b>E.</b>	Attendance rates for pupils eligible for PP. This reduces their school hours and causes them to fall behind. A higher percentage of PP pupils are persistent absentees than non PP pupils

<b>F.</b>	For some pupils eligible for PP, their emotional readiness for learning is a barrier to their progress. This is often due to personal and trauma/poor home learning environment.	
<b>5. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language and communication skills for pupils eligible for PP.	PP progress remains in line with non-PP Increased proportion of PP children achieving GLD
<b>B.</b>	Behavioural/emotional issues of pupils addressed, Pupils more able to engage in learning and achieve higher rates of progress.	Pupils are more able to access learning and make progress in line with non PP pupils Fewer behaviour incidents recorded for these pupils on the school system
<b>C.</b>	Increased attendance rates for pupils eligible for PP.	PP PA figures below National
<b>D.</b>	Improved outcomes (attainment and progress) at the end of KS1 in Reading, Writing and Maths	Increased number of PP children making expected progress Increased number of PP children achieving EXS+
<b>E.</b>	Improved outcomes (attainment and progress) at the end of KS2 in Reading, Writing and Maths	Increased number of PP children making expected progress Increased number of PP children achieving EXS+

6. Planned expenditure						
Academic year	2018/19					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
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?	Cost
A. Improved oral language skills and communication in Reception and Year 1 (and other year groups)	Spread the Word Oracy Project	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. Early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months  Explore Oracy Curriculum  EEF – IPPEEL Project evidences the value of inspirational activities in engaging pupils and improving the quality of writing and associated work.	Release for appropriate staff to attend Spread the Word Project Meetings. Monitoring through observations, pupil interviews and book scrutinies  Develop implementation plan  Curriculum lead to monitor planning, ensuring inspirational experiences are well planned and at the appropriate time in the term	MF/SE	April 2019	£500
	Steve Skidmore – School Reading Patron			PWh	June 2019	£1350
	AHT & EYFS Lead to visit School 21			PS/SE		£800 (supply / cost of CPD and travel)
	Investment in high quality inspirational experiences			PS	June 2019	£1733 (Trip subsidy)
B. Pupils engaged in learning and making good progress	Staff training on Feedback Policy	Many different evidence sources e.g. EEF Toolkit/John Hattie suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Dawn Copping – Marking and Feedback Review	Staff training on marking and feedback Work Scrutiny to assess impact and consistency	PS	November 2018	£1250 (resources)

C. Improved outcomes at the end of KS1 and KS2	Non-teaching AHT to lead Teaching & Learning & Champion Pupil Premium	It is essential that pupils eligible for PP are making at least expected progress based on their starting point. We want to ensure that PP children can achieve to their full potential with their academic progress being closely monitored, so that intervention can be quickly put into place when gaps are identified.	Staff Appraisal of PS (BL – Headteacher)  Pupil Learning Conferences  Pupil Premium Review Meetings	PS	Ongoing	£26,223 (AHT)
D. Strong and systematic pastoral support for all age groups	Introduction of the PSHE Jigsaw Programme	Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.	Whole school introduction during September training day  PSHE Leader invited to Inclusion Team Meetings to discuss impact  School monitoring – work scrutiny, planning scrutiny and pupil interviews	CC/SH	Termly	£3300
<b>Total budgeted cost</b>						£35,156
<b>ii. Targeted support</b>						<b>iii.</b>
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
E. Pupils engaged in learning and making good progress	Additional Needs Group for selected children in KS2  Resources for ANG  Full-time Pastoral provision  Eddie Seales – Music Enrichment  Specialist Teacher Support	Nurture is proven to support children in improving their social skills (Ofsted 2011)  The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils  By building a child’s social and emotional capabilities we enable children to be happily engaged with others and with society, and to learn, to develop fully, to attain and to achieve. In essence, it delivers school ready, life ready, and child ready members of society. The Allen Report 2011	Ensure identification of target pupils is fair, transparent and properly recorded  Pupil Progress Meetings for Triangulum  Staff training for new pastoral staff (JC & DP)  Provision Tracker for children identified to have STT assessments	CC / MF	Ongoing	£25,831 (Teacher salary)  £16,964 (TA salaries)  £25,812 (Pastoral TA salary)  £300 (ANG resources)  £1064 (Eddie Seales)  £5185 (STT)

F.	Strong and systematic pastoral support for all age groups	<p>Pastoral resources</p> <p>Continue to embed and develop PSHE approach 'My Feelings and Me'</p> <p>Annual Safety Week: resources and safety workshop</p> <p>Resources to support My Feelings and Me displays in classrooms</p>	<p>Nurture is proven to support children in improving their social skills (Ofsted 2011)</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils</p> <p>By building a child's social and emotional capabilities we enable children to be happily engaged with others and with society, and to learn, to develop fully, to attain and to achieve. In essence, it delivers school ready, life ready, and child ready members of society. The Allen Report 2011</p>	<p>Development of the Inclusion Team to monitor pastoral support across the school (BL/CC/PS/MF/JT)</p> <p>Monitoring of pastoral systems</p> <p>Non-Teaching AHT (Claire Carr) to focus on pastoral/safeguarding</p>	CC	Termly – Inclusion Meetings	£800
<b>Total budgeted cost</b>							£75,956
<b>iv. Other approaches</b>							<b>v.</b>
	<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
G.	Strong and systematic pastoral support for all age groups	<p>Non-teaching AHT to lead Pastoral &amp; Safeguarding</p> <p>PA support for AHT Pastoral – ensuring all relevant paperwork up to date</p> <p>Tim Ward to be employed one day per fortnight as a parental behavioural advisor</p>	<p>It is essential that the Assistant Headteacher with responsibility for behaviour, pastoral and safeguarding has the necessary release in order to undertake the role. By having no teaching commitment, she is free to work with families and support vulnerable children (including those who are Pupil Premium)</p> <p>Due to the heavy paperwork commitment, it is essential that the Safeguarding Lead has PA support for the administrative side of the role.</p> <p>With greater need evident in families, the role of a family support worker is increasingly needed to work with parents.</p>	<p>Staff Appraisal of PS (BL – Headteacher)</p> <p>Pupil Learning Conferences (CC released from classroom to be involved in meetings)</p>	CC	Ongoing	<p>£58,941 (AHT)</p> <p>£1966 (PA support)</p> <p>£3300 (Tim Ward)</p>
H.	Behaviour / emotional needs addressed						
I.	Increased attendance rates	<p>Attendance Prizes</p> <p>Monitoring of attendance</p>	We can't improve attainment for children if they aren't actually attending school. NfER	Thorough briefing of pastoral team and admin staff about existing absence issues	BL/PS	Weekly	£100 (Attendance Prizes)

	<p>Staff available to do safe and well checks</p> <p>Pastoral Lead / Team to support children who find coming to school difficult</p>	<p>briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Attendance Lead, HT, AHT, Admin will collaborate to ensure standard school processes work smoothly together</p> <p>Attendance to be monitored by the attendance officer on a termly basis with parents informed.</p>			<p>See above – staff salaries for AHT T&amp;L, AHT Pastoral &amp; Pastoral TAs</p>
J. To raise aspirations of pupils and families	<p>Support with uniform</p> <p>Free Milk for FSM pupils</p> <p>Educational Visits Subsidy</p> <p>Music Tuition</p>	<p>Greater access can help improve self-esteem, confidence and can in turn lead to a greater enjoyment of school. This will ensure that pupils are ready to learn and display more positive attitudes to learning.</p>	<p>Publicity to PP families</p> <p>Termly monitoring of support given and impact</p>	BL	Termly	<p>Uniform - £1540</p> <p>Visits Subsidy £1733</p> <p>FSM Free Milk £1970</p> <p>LCC FSM Checking Service £137</p>
<b>Total budgeted cost</b>						£65,984

## 7. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
✓ Pupils engaged in learning and making good progress	Quality Texts Steve Skidmore Reading Patron Roger Mason Artist	<ul style="list-style-type: none"> <li>✓ Children motivated and engaged by reading – meeting the 'Reading for Pleasure' agenda.</li> <li>✓ Putting reading back as a whole school focus with children and staff</li> <li>✓ Raised expectations for children in local area (Roger Mason being an ex-student)</li> </ul>	- Outcomes at KS1 and KS2 in Reading were not as strong as in Writing and Maths – much of this is around oracy and vocabulary. Reading plays a major role in the SDP for 2018-19 and will do again in 2019-20.	£3145.89 £700 £450

#### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																																																																									
✓ Pupils engaged in learning and making good progress	Additional Needs Group for selected children in KS2  Maths Intervention Teacher with Numbers Count Teacher in Year 2  Specialist Teacher Support	<ul style="list-style-type: none"> <li>✓ Children selected for ANG received targeted small group teaching for English and Maths to plug gaps in knowledge.</li> <li>✓ Across KS2 for mornings, class size reduced (9 classes over 8) allowing for more personalised learning for all pupils – including targeted PP children not in ANG.</li> <li>✓ Children from ANG made accelerated progress last academic year as a result of consistently good teaching and targeted support.</li> <li>✓ Progress for all children in Y6 much improved (Disadvantaged -1.10 Reading / 1.42 Writing / 0.04 Maths)</li> </ul> <p>Disadvantaged pupils</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="698 1267 943 1481"> <p>KS1 attainment for disadvantaged pupils 2018</p> </div> <div data-bbox="952 1267 1196 1481"> <p>KS1 progress for disadvantaged pupils 2018</p> </div> </div>	<p>Attainment &amp; progress</p> <table border="1"> <thead> <tr> <th rowspan="3">Pupils</th> <th colspan="3">Attainment</th> <th colspan="3">Progress</th> </tr> <tr> <th>FSM6</th> <th>Not FSM6</th> <th>Gap</th> <th>FSM6</th> <th>Not FSM6</th> <th>Gap</th> </tr> <tr> <th colspan="6">% Expected Standard + (Re, W, Ma)</th> </tr> </thead> <tbody> <tr> <td>Summary</td> <td>All Pupils</td> <td>18</td> <td>41</td> <td>61%</td> <td>66%</td> <td>-5%</td> <td>5%</td> <td>1%</td> <td>4%</td> </tr> <tr> <td rowspan="2">Gender</td> <td>Male</td> <td>3</td> <td>19</td> <td>33%</td> <td>68%</td> <td>-35%</td> <td>-2%</td> <td>9%</td> <td>-11%</td> </tr> <tr> <td>Female</td> <td>15</td> <td>22</td> <td>67%</td> <td>64%</td> <td>3%</td> <td>6%</td> <td>-6%</td> <td>12%</td> </tr> <tr> <td rowspan="3">Prior Attainment</td> <td>Higher attainers</td> <td>3</td> <td>11</td> <td>100%</td> <td>100%</td> <td>0%</td> <td>6%</td> <td>6%</td> <td>0%</td> </tr> <tr> <td>Middle attainers</td> <td>7</td> <td>15</td> <td>100%</td> <td>73%</td> <td>27%</td> <td>24%</td> <td>-4%</td> <td>28%</td> </tr> <tr> <td>Lower attainers</td> <td>8</td> <td>15</td> <td>13%</td> <td>33%</td> <td>-20%</td> <td>-12%</td> <td>2%</td> <td>-14%</td> </tr> <tr> <td>SEN Group</td> <td>SEN Support</td> <td>1</td> <td>2</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>-18%</td> <td>-20%</td> <td>2%</td> </tr> <tr> <td rowspan="2">Ethnic Group</td> <td>White</td> <td>18</td> <td>38</td> <td>61%</td> <td>68%</td> <td>-7%</td> <td>5%</td> <td>2%</td> <td>3%</td> </tr> <tr> <td>Not White</td> <td>-</td> <td>3</td> <td>-</td> <td>33%</td> <td>-</td> <td>-</td> <td>-13%</td> <td>-</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>- Maintain ANG for 2018-19 due to impact on standards for children in this class and for children who are not.</li> <li>- Maintain rigorous intervention for all children across school.</li> <li>- Monitor progress of Male FSM children against non-FSM next academic year to begin to narrow gap.</li> </ul>	Pupils	Attainment			Progress			FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	% Expected Standard + (Re, W, Ma)						Summary	All Pupils	18	41	61%	66%	-5%	5%	1%	4%	Gender	Male	3	19	33%	68%	-35%	-2%	9%	-11%	Female	15	22	67%	64%	3%	6%	-6%	12%	Prior Attainment	Higher attainers	3	11	100%	100%	0%	6%	6%	0%	Middle attainers	7	15	100%	73%	27%	24%	-4%	28%	Lower attainers	8	15	13%	33%	-20%	-12%	2%	-14%	SEN Group	SEN Support	1	2	0%	0%	0%	-18%	-20%	2%	Ethnic Group	White	18	38	61%	68%	-7%	5%	2%	3%	Not White	-	3	-	33%	-	-	-13%	-	£41,044.68  £24,794.40  £4425
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<ul style="list-style-type: none"> <li>✓ Strong and systematic pastoral support for all age groups</li> </ul>	<p>Full-time Pastoral provision</p> <p>Pastoral Resources / Learning Resources</p>	<ul style="list-style-type: none"> <li>✓ Clear systems in place to support vulnerable children</li> <li>✓ Staff has undergone suitable training to support children's pastoral needs</li> <li>✓ Clear pastoral support programmes in place</li> <li>✓ By having an established pastoral support team, children's attainment and achievement is improving (Y2/Y6 outcomes 2017-18)</li> </ul>	<ul style="list-style-type: none"> <li>- Maintaining full-time provision by introducing Mrs Claxton and Miss Pereira to the Pastoral Team 2018-19</li> <li>- In 2018-19 we plan to set up an Inclusion Team consistently of Mr Lord, Mrs Carr, Mr Singleton, Mrs Ford and Mrs Thompson to ensure that clear roles and responsibilities are defined and streamlined.</li> </ul>	<p>£19,533.32</p> <p>£2683.45</p>
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> <li>✓ Strong and systematic pastoral support for all age groups</li> <li>✓ Behaviour / emotional needs addressed</li> </ul>	<p>Non-teaching AHT to lead Pastoral &amp; Safeguarding</p> <p>Tim Ward to be employed one day per fortnight as a parental behavioural advisor</p>	<ul style="list-style-type: none"> <li>✓ Senior Leader available to speak to parents and children who are in need of support</li> <li>✓ Senior Leader who has sufficient time to devise and monitor pastoral systems put into place</li> <li>✓ External parental advisors to work with families and provide advice</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce parental coffee afternoons 2018-19</li> <li>- See above for the introduction of parents coffee afternoon</li> </ul>	<p>£32,642.28</p> <p>£3485.60</p>
<ul style="list-style-type: none"> <li>✓ To raise aspirations of pupils and families</li> </ul>	<p>Music Tuition</p> <p>Free Milk for FSM</p> <p>Uniform Subsidy</p> <p>Breakfast for ANG children</p> <p>Play in a Week</p> <p>Trip Subsidy (Y6 visit to Lincoln University)</p> <p>Nutcracker Experience (Y4)</p>	<ul style="list-style-type: none"> <li>✓ No child is excluded due to background</li> <li>✓ Children's cultural capital is being extended and they are able to excel in all areas of the curriculum e.g. Art/Music/Drama/Dance</li> </ul>		<p>£712.50</p> <p>£476.74</p> <p>£806.45</p> <p>£66.87</p> <p>£2000</p> <p>£350</p> <p>£42.68</p>

## 8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)