

Pupil premium strategy statement

School overview

Metric	Data
School name	Longridge CE Primary School
Pupils in school	166
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£50,040 (APR 19-20)
Academic year or years covered by statement	2019-2020
Publish date	October 2019
Review date	September 2020
Statement authorised by	
Pupil premium lead	Catherine Parkin
Governor lead	Mrs M Williams

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	6.48
Writing	6.17
Maths	9.19

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Reading 83% Writing 83% Maths 100%
Achieving high standard at KS2	Reading 0% Writing 17% Maths 17%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure pupils (including disadvantaged) achieve at least as well as all pupils nationally in the Year 1 reading screen.
Priority 2	Improve attainment of disadvantaged pupils at GDS/HS

Priority 3	Early intervention meets the speech, language and communication needs of all pupils.
Barriers to learning these priorities address	<p>P1 Some children do not progress rapidly through the phonics phases from Rec to Y2</p> <p>P2 Lack of confidence/ambition can prevent some children from achieving, especially at the higher level</p> <p>P3 Some pupils enter school with low level of speech, language & communication</p> <p>2019 – 26% delayed in their speech & language skills (21% significantly below)</p> <p>2018 – 48% delayed in their speech & language skills</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading/Phonics	Steering group for phonics meets termly to review progress of pupils	Termly from Autumn 2019
	Ensure all staff have up to date training in the teaching of phonics and early reading.	Spring 2020
	Quality First teaching of phonics is at least good and is often outstanding.	Monitor Summer 2020
	Ensure school is well resourced to provide phonically decodable texts for early readers to read at home and in school.	Autumn 2019
	Achieve national average expected standard in Y1 phonics screen	Summer 2020
	Improve reading attainment at HS/GDS	Summer 2020
Writing	Improve attainment at HS/GDS	Summer 2020
Mathematics	Improve attainment at HS/GDS	Summer 2020
Progress in Speech, Language and Communication	Early identification of pupils with speech, language and communication needs.	Rec screen Aut 2019
	Access to effective speech & language provision	Annual assessments Summer 2020
Projected spending	£15,000	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Extra opportunities for 1:1 reading Regular IDL sessions to support reading and spelling

	<p>Access to regular Speech & Language Therapy as needed</p> <p>Access to phonics interventions (Fast Track/Bounce Back)</p>
Priority 2	Regular, flexible and targeted intervention in writing
Priority 3	Daily, flexible and targeted intervention in mathematics
Priority 4	Weekly speech and language therapy sessions as required
Barriers to learning these priorities address	<p>Intervention needs to meet the needs of those with learning difficulties as well as those without such difficulties. Both 'catch-up' and 'keep-up' interventions allow support at all levels.</p> <p>Children in support groups can start to believe they are not good at a subject. Flexible intervention allows access whilst not limiting expectations.</p> <p>Some children entering school with low levels of speech, language and communication. Early identification of these issues supports progress in reading and writing.</p>
Projected spending	£30,000

Wider strategies for current academic year

Measure	Activity
Attendance	Improve the monitoring of attendance and widen strategies for engaging with parents.
Punctuality	Provide free Breakfast Club places as needed.
Enhance wider curriculum experiences	To give all pupils the opportunity to learn to play a musical instrument.
Barriers to learning these priorities address	<p>Missed school time</p> <p>Limited cultural capital</p>
Projected spending	£5,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Opportunities for TAs, teaching staff and SLT to review phonics together	Funding for extra TA hours to attend after school training and review meetings.

	<p>Audit of reading materials and purchase of new texts necessary</p> <p>Improve communication with parents regarding the teaching of reading and phonics.</p>	<p>Cover provided for English Lead and Phonics Lead to audit reading books and replace.</p> <p>Autumn 2019 (reading information) Summer 2020 (Y1 phonics meeting)</p>
Targeted support	<p>Lack of curriculum time</p> <p>Correcting misconceptions and misunderstanding in mathematics</p> <p>Marking of writing reveals further input needed</p>	<p>TA employed to run IDL intervention in lunchtimes</p> <p>Split lesson allows 'keep-up' intervention</p> <p>Specialist TA to run timely intervention in afternoons</p>
Wider strategies	<p>Few children learning to play a musical instrument through peripatetic music service in school or outside of school</p> <p>Regular 'lates' for some pupils with travel difficulties or conflicting family situation</p> <p>Persistent absenteeism</p>	<p>Instrumental lessons (brass) provided for all Year 5 pupils</p> <p>Provide free places in Breakfast Club to allow children to arrive at school from 7.30am</p> <p>Training to explore new strategies to improve attendance.</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	Progress of disadvantaged children 6.48 compared with 3.99 for all pupils.
Progress in Writing	Progress of disadvantaged children 6.17 compared with 4.39 for all pupils.
Progress in Mathematics	Progress of disadvantaged children 9.19 compared with 7.2 for all pupils.
Phonics Attainment	50% disadvantaged children achieved expected standard compared with 75% for all pupils.