

PUPIL PREMIUM STRATEGY STATEMENT

Langstone Infant School



SCHOOL OVERVIEW

Metric	Data
School name	Langstone Infant School
Pupils in school	270
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£78,037
Academic year or years covered by statement	2020-2023
Publish date	01 December 2020
Review date	04th July 2021
Statement authorised by	Victoria Page
Pupil premium lead	Fran Marshman
Governor lead	Daniel Brentnall

DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR

Measure	Score
Reading	No attainment data
Writing	No attainment data
Maths	No attainment data

DISADVANTAGED ATTAINMENT FOR LAST ACADEMIC YEAR

Measure	Score
Meeting expected standard	% N/A
Achieving high standard	% N/A

STRATEGY AIMS FOR DISADVANTAGED PUPILS

Aim	Target	Target date
Progress in Reading	Achieve expected progress from EYFS outcomes in Yr 2 Teacher Assessment/SATs	Sept 23
Progress in Writing	Achieve expected progress from EYFS outcomes in Yr 2 Teacher Assessment/SATs	Sept 23
Progress in Mathematics	Achieve expected progress from EYFS outcomes in Yr 2 Teacher Assessment/SATs	Sept 23
Phonics	Achieve national average expected standard in PSC	Sept 23
Other	Attendance of disadvantaged pupils to remain in line with non disadvantaged pupils Improve spoken language and communication across all curriculum areas	Sept 23

TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Ensure all relevant staff are trained to deliver, monitor and evaluate interventions to support catch up across the curriculum - eg NELLI, wider use of online resources - SENDCo to support
Priority 2	Staff are supported through coaching from SLT to provide a personalised curriculum offer to those children who did not engage fully in remote learning as well as develop 'depth' to teaching for disadvantaged pupils to ensure learning is embedded and fluent.
Barriers to learning these priorities address	Missed education has impacted on children's stamina, language acquisition, range of vocabulary, concentration and social skills. Due to periods of disrupted learning and poor engagement with remote learning due to Coronavirus personalised provision for pupils will be required to provide appropriate 'catch up' interventions and progress from starting points.
Projected spending	£23,252

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Dedicated time for external agencies to make an impact on SALT, behaviour and SEMH of disadvantaged pupils
Priority 2	Establish small group and 1:1 to close gaps in reading where home support is less embedded
Barriers to learning these priorities address	Encouraging families to engage in home reading, through modelling from school in a more obvious way. Providing support for SALT issues and SEMH concerns which typically can impact on progress from starting points across all curriculum areas.
Projected spending	£18,183

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Staff have capacity to meet with parents to discuss post covid issues - staff to support pupils as needed, QFT, 1:1, home school links, small group activities
Priority 2	Develop and include additional well being activities across the curriculum. Promote opportunities to develop independence, resilience, concentration and strength of character. Continue to develop support for SEMH and behaviour strategies to improve readiness to learn. Introduce Zones of regulation as a whole school approach to support this.
Barriers to learning these priorities address	Improving readiness to learn for the most disadvantaged pupils
Projected spending	£35,918

MANAGING RISK

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders & HLTA's. Use of effective PDM and online learning courses

Targeted support	Ensuring time outside agencies is used effectively to impact on as many pupils as possible	Option to be able to purchase additional days from agencies if pupils return and the need is greater than predicted - use of additional Catch up funding or reserves could support this - discussion with the central team if needed.
Wider strategies	Prepare children for learning post COVID. Readiness to learn and effective learning behaviour strategies	Whole school approach to behaviours for learning consistently applied - Zones of Regulation explored and ready to train staff with.

REVIEW: LAST YEAR'S AIMS AND OUTCOMES

Aim	Outcome
Progress in Reading and Writing	Improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics	Outcomes for disadvantaged slow not in line with non disadvantaged - Joining Maths hub for support and developing mastery across both stages
Phonics	Improvements for boys and for Yr 2 who all made the standard.
Other	Improvements in staff planning for disadvantaged pupils SEMH needs - linked through the curriculum offer.