

Pupil Premium Strategy Statement 2020-2021

School Overview

Metric	Data
School name	Langney Primary Academy
Pupils in school	542 (Nursery, EYFS, Yr1-6)
Proportion of disadvantaged pupils	34% (Years 1-6, 145/432)
Pupil premium allocation this academic year	£217,890
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	January 2021
Statement authorised by	Julie Prentice (Executive Headteacher)
Pupil premium lead	Benjamin Bowles (Head of School)
Governor lead	Gemma Williams and Gary Batchelor

Disadvantaged Pupil Progress Scores for Last Academic Year (Data: 2019)

Measure	Score
Reading	+1.7
Writing	+1.0
Maths	+1.6

Disadvantaged Pupil Performance Overview for Last Academic Year (Data: 2019)

Measure	Score
Meeting combined expected standard at KS2	58%
Achieving combined high standards at KS2	12%

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1 - Sustained End of Key Stage pupil outcomes	<p>Sustained end of Key Stage outcomes for disadvantaged learners with a focus on:</p> <ul style="list-style-type: none"> quality first teaching and outcomes for individual pupils; consistent application of the "PP Non Negotiables;" individualised approach to addressing barriers to learning; embedding formative assessment; clear responsive leadership setting high aspirations and devolving responsibilities for raising attainment to all staff; teaching of self-regulated learning and metacognition; ensuring full access and engagement to remote education, as necessary in response to COVID-19.
Priority 2 - Improved KS1 Reading outcomes for disadvantaged pupils	<p>To improve our support for pupils and families in an approach that supports Reading for Pleasure and Phonics staged Reading at home.</p> <ul style="list-style-type: none"> quality first teaching and outcomes for individual pupils; consistent application of the "PP Non Negotiables;" individualised approach to addressing barriers to learning; embedding formative assessment; engage more families in support clinics at Langney; relaunch whole school Reading approach that will reward disadvantaged readers proportionally; provide suitable resources and library approach to engage disadvantaged readers fully in reading.
Priority 3 - Improved EYFS outcomes for disadvantaged pupils	<p>To improve our EYFS support for disadvantaged pupils and families.</p> <ul style="list-style-type: none"> quality first teaching and outcomes for individual pupils; consistent application of the "PP Non Negotiables;" individualised approach to addressing barriers to learning; embedding formative assessment; engage in projects such as ES Music and Durrington PP Project to promote SALT in EYFS; ensure effective early support to disadvantaged pupils who especially require SALT; use of Tapestry to fully involve disadvantaged families with their child's learning and progress.
Priority 4 - Sustained Pastoral support for disadvantaged pupils	<p>Bespoke pastoral support for the increased numbers of disadvantaged pupils since COVID19 2020 Lockdown</p> <ul style="list-style-type: none"> disadvantaged attendance and punctuality must be sustained from 2019 through consistent application of policy and clear communication; Pastoral interventions continue to be triaged effectively and have positive impact; Relentless drive of supporting child mental health is supported with new external MH agencies; THRIVE continues to be the core ethos for whole school support of disadvantaged pupils and families.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Langney has a high deprivation factor and the percentage of disadvantaged learners is well above the national average. Pupils have low starting points upon entry to school. High proportion of disadvantaged pupils also have special educational needs (SEN). High level of targeted emotional, social, pastoral and financial support required to specific families. A high proportion of disadvantaged families have poor literacy skills and therefore do not read regularly with their children Negative impact of COVID 19 resulting in: <ul style="list-style-type: none"> → family hardship and increased financial instability; → increased social isolation; → increased mental health illness and reduced wellbeing; → increased number of pupils requiring social care intervention. Although the school provides high quality remote education / on-line learning, there is a significant percentage of families who cannot afford access to laptops or adequate internet. This has and continues to result in vital learning missed.
Projected spending	£217,890

Teaching Priorities for Current Academic Year

Aim	Target	Target date
Progress in Reading	To sustain national average progress scores in KS2 Reading	July 2021
Progress in Writing	To sustain national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	To sustain national average progress scores in KS2 Maths	July 2021
KS1 Reading	To reach national average outcomes in Reading SATS	July 2021
Phonics	To sustain national average expected standard in Phonics Screening Check.	July 2021
	Year 2 pupils to achieve national average expected standard in Phonics Screening Check.	Dec 2020
Early Years Foundation Stage	Percentage of disadvantaged pupils achieving GLD is in-line with national average.	July 2021
Other	Sustain attendance of disadvantaged pupils to be at least in-line with the national overall attendance data (96%; 2019).	Termly reviews

Targeted Academic Support for Current Academic Year

Measure	Activity
<p>Priority 1 - Sustaining Pupil Outcomes</p>	<p>Sustain progress outcomes for disadvantaged learners at KS2.</p> <p>Reading:</p> <ul style="list-style-type: none"> Coaching of new Professional Development Leads (PD Leads) to carry out research based activities in fluency to address gaps/enhance learning (£600 -Teacher Release Time). Purchase of Lexia digital reading scheme to accelerate reading for the bottom 20% of pupils. Robust tracking to measure impact, next steps advice to teachers and home learning for parents delivered by the English intervention teacher (£6,000). Purchase of 'Bug Club' subscription to provide digital reading at home. Robust tracking to measure impact, next steps advice to teachers and home learning for parents delivered by the English intervention teacher (£1,500). Investigation by English team of parent literacy learning programme to help parents to learn to read and write (£500). Increase the profile of home / school reading and purchase of rewards (£1,000). CPD to enhance formative assessment, metacognition and self-regulation approaches (£1,000). Further development of the Swale scholars reading programme (£500). <p>Writing</p> <ul style="list-style-type: none"> CPD to embed the reviewed shortened Hub Effective Writing Sequences (£600-Teacher Release Time). Release time for NQTs, NQTs+1 and observation/coaching of good practice in effective teaching and learning of writing (£600-Teacher Release Time). Embed peer and self-assessment; particularly in the editing / improving stages of the writing sequence (Acting AHT & Teacher Release time) Writing competition for scholars (£100). Further development of the Swale scholars writing programme (£500). <p>Mathematics</p> <ul style="list-style-type: none"> Employment of UKS2 Maths specialist 0.4 FTE days to carry out intervention work in Y6 and provide CDP and to carry strategic work relevant to PP children (£17,000). Development of working walls to support depth of learning. PD maths leads as advocate to PP attainment and progress (£600-Teacher Release Time). Continued White Rose / Power Maths Mastery Approach to teaching Mathematics (£250). Whole-school professional development in the teaching of Mathematical Fluency (£250). CPD to enhance formative assessment, metacognition and self-regulation approaches. Provide a robust learning system to enable Y4 DA pupils to achieve the Maths Timetables Check (£100). Subscription for TTRockstars (£200). Further development of the Swale Scholars Maths Programme (£500). <p>Other:</p> <ul style="list-style-type: none"> TA/INA support provided in key cohorts in the morning to support English and Maths learning (£66,490). Purchase of devices and WiFi access for DA pupils for Langney Keeps Learning (Homework and Lockdown learning) (£20,000).
<p>Priority 2 - Improved KS1 Reading outcomes for disadvantaged pupils</p>	<p>Improved Reading Outcomes in KS1</p> <ul style="list-style-type: none"> Purchase of KS1 lexiled books for library (£2,000). Raise profile of Reading for Pleasure through Librarian TA Role and sessions for all KS1 pupils (£8,250). Teacher release time to deliver bespoke Reading support (£19,980). <p>Phonics:</p> <ul style="list-style-type: none"> CPD to ensure all new to Y1 teachers and Y2 teachers are confident to teach phonics. Support for parents to help their child with the teaching of phonics at home. English intervention teacher x5 days per week to provide CPD in phonics and reading for TAs/parents/teachers as well as work with target groups of pupils who have or are at risk of falling behind (MD/KN salary Term 1 £4,000).
<p>Priority 3 - Improved EYFS outcomes for disadvantaged pupils</p>	<p>Increased outcomes for PP pupils at the end of EYFS.</p> <ul style="list-style-type: none"> Further develop the quality of teaching and provision in the EYFS through professional development opportunities (£600). Review and embed approach to the teaching of Mathematics in the EYFS and purchase of resources (£800).

- Address speech and language through Music Transition Project with a focus on Nursery and Reception pupils (£4,500).
- Identified disadvantaged pupils access Speech and Language interventions (DW £12,000).
- Contributions towards external trips for EYFS pupils (£500).
- EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health; nappy changing) (£500).

Barriers to learning these priorities address

Improved outcomes for disadvantaged learners at the end of each key stage.

Reading:

PERCENTAGE OF DA KS1 PUPILS WHO ACHIEVED THE EXPECTED STANDARD OR ABOVE:

	2019					2020				
	National Non PP%	Langney Non PP%	Langney PP %	In school GAP %	National Gap %	National Non PP%	Langney Non PP%	Langney PP %	In school GAP %	National Gap %
Reading	78	81	74	-7	-4		85 ▲	62 ▼	-23 ▼	
Writing	73	79	58	-21	-15		85 ▲	62 ▲	-23 ▼	
Maths	79	84	69	-15	-10		85 ▲	71 ▲	-14 ▲	
RWM	69	76	54	-22	-15		72 ▼	57 ▲	-15 ▲	

- KS1 Disadvantaged Learners attainment shows a downward trend and is joint lowest (with writing) of the reportable subjects. (See table above)
- Lack of parental engagement with daily reading at home
- Higher than National Average children with/at risk of Dyslexia
- Fluency levels low
- Lack of access to high quality reading materials and texts at home
- Parent literacy levels low

Writing:

PERCENTAGE OF DA KS2 PUPILS WHO ACHIEVED THE EXPECTED STANDARD OR ABOVE:

	2019					2020				
	National Non PP %	School Non PP%	School PP %	In school Gap %	National Gap %	National Non PP %	School Non PP%	School PP %	In school Gap %	National Gap %
Reading	78	85	65	-20	-13		93 ▲	83 ▲	-10 ▲	
Writing	83	91	81	-10	-2		85 ▼	69 ▼	-16 ▼	
Maths	83	85	77	-8	-6		93 ▲	79 ▲	-14 ▼	
GPS	83	89	77	-12	-6		92 ▲	90 ▲	-2 ▲	
R+W+M	71	82	58	-24	-13		84 ▲	69 ▲	-15 ▲	

- Slightly widening trend In School gap at KS2 in Writing (see table above)
- Writing focus/support was less effective during COVID19 as children not in school
- Impoverished vocabulary of DA pupils
- Peer and self assessment can be more effective using metacognition -pupils to be aware of how to improve their work

Maths:

- The gap between school PP and national non PP has increased from the previous year (see table above)
- Access to TT Rockstars at home for DA pupils with lack of device and wifi
- Access to Google Classroom and MyMaths at home for DA pupils with lack of device and wifi
- Parent's Mathematical knowledge and understanding to support with homework

Other Barriers:

- Pupils have a lack of access to technology/internet at home- this has widened the gap during remote learning in ALL areas
- High % of pupils with SEMH needs

Phonics:

- Sustaining the good progress made in this area.
- Teachers who are new to the Phonics Screening now to be carried out in Year 2
- Providing further support for Year 2 as well Year 1 pupils with the delay of the Phonics Screen to December 2020

Increased outcomes for PP pupils at the end of EYFS.

- Low entry points on starting school.
- Impoverished language and lack of play based experiences
- Targeting children' prime areas of learning: PSED, CL,PD so that they can effectively access learning alongside their peers

	<p>Robust quality interventions-including SEMH enables all pupils (including PP pupils) to catch up on lost learning due to Covid-19 restrictions. Interventions are effectively monitored for impact.</p> <ul style="list-style-type: none"> • Low cognitive skills amongst disadvantaged pupils (including dual SEN). • Gaps in skills, knowledge and understanding as result of the Covid-19 lockdown. • School has identified a high need for SEMH in school and at home through pupil questionnaire, parental conferencing. • High number of children on Child Protection Register. • Class THRIVE assessments indicate a high percentage of pupils working at a lower stage of emotional development. • Records from behaviour incidents evidence targeted pupils are in need of SEMH support. • Partnership for progress meetings are usually of high impact but may not be face to face this year. • Raising aspirations and self esteem including Careers promotion.
Projected spending	£151,440

Wider strategies for current academic year

Measure	Activity
<p>Priority 4 - Sustain Pastoral support for disadvantaged pupils</p>	<p>Improve attendance of DA pupils to be in line with national average</p> <ul style="list-style-type: none"> • Employment of Attendance Lead Administrator (£15,000). • Weekly meetings between Senior Leader and Attendance Administrator to review individual pupil attendance rates / patterns / trends. • Follow hub Attendance and Punctuality protocol and procedures. • Attendance Passports for identified pupils (£200). • Reward systems for pupils and identified families (e.g. food hampers) (£1,000). <p>Emotional support for pupils through targeted intervention e.g.:</p> <ul style="list-style-type: none"> • Positive Friendship Groups (£300). • Peer to peer mental health programme (£500). • Nurture/Thrive groups (£600). • Employment of in-school counsellor (£6,000). • 1:1 support for pupils at risk of exclusion (£10,000). <p>Increased parental engagement, aspiration and provision of opportunity for their children.</p> <p>Digital learning:</p> <ul style="list-style-type: none"> • Survey pupil access to home digital access. Purchase set of Chromebooks for remote learning in the event of a bubble lockdown (£ as above). • Subscription to home learning apps and programmes (£1,500). • Subscription to MyMaths (£500). • Skills Builder project-development of skills essential to life. <p>Employment of Family Support Advocate (FSA) to work with vulnerable families: (£6,000)</p> <ul style="list-style-type: none"> • Provide positive links between home and school • Support families with behavioural/SEMH issues • Support the families and school with attendance issues. • Provide links for families with other agencies • Provide parent workshops and bespoke parenting tips <p>Parent support activities:</p> <ul style="list-style-type: none"> • Triple P Parenting Programme (£250). • PSP meetings with parents to support vulnerable families to provide a team around the child approach and to build positive home/school relationships. • Teacher release time for Parent Partnership for Progress Meetings (2x per year) (£3,200). • Delivery of parent curriculum workshops (e.g. Maths, Phonics, Reading Comprehension) (£200). • Open evenings for parents to support pupils with home learning (6x / year) (£150). • Parent invitations to 'Stunning Starts' and 'Fabulous Finishes' to showcase termly topical learning (£200). • Primary Scholars Days with a focus on GDS disadvantaged pupils across the Eastbourne Swale Primaries (History, Outdoor Learning, Computing, Writing, Maths, and Gymnastics) (£1,500).

	<ul style="list-style-type: none"> Liaison with Swale secondary schools to provide weekly Scholars Programme for GDS disadvantaged pupils in a secondary setting (Maths, Drama, PE, Creative Arts, Science) (£1,500). Support with food parcels Support with mental health counselling for parents. <p>Aspiration projects, for example:</p> <ul style="list-style-type: none"> ESCC Careers Champion Project embed into school curriculum. University of Sussex Explorers Programme (£500). ArtsMark (£3,000). Student Leadership (£500). Outdoor learning sessions for all cohorts and vulnerable group sessions (£600). Subsidy of school trips and other enrichment opportunities (£10,000). Inter-generational and community projects e.g. (£250). Music specialist teaching (£3,000).
Barriers to learning these priorities address	<p>Pupil Attendance</p> <ul style="list-style-type: none"> Attendance in the 6 months of 2019-20 was indicating an disadvantaged pupil % lower than in the previous year. COVID19 lockdown may adversely affect attendance figures. <p>Familial Support</p> <ul style="list-style-type: none"> Low parental perceived value of attendance The deprivation indicator for the school is above national 0.25. The school has well above the national average of pupil premium families. Lack of aspiration in some DA families and enable pupils to make choices in life. Currently 6 looked after children at Langney that require the extra transition and support Many parents find it challenging to participate in some activities due to parental status / socio-economic circumstances. Negative impact of COVID19 resulting in increased family hardship and personal circumstance. Increased mental health issues and well being as a result of COVID19 Increased number of children requiring social intervention
Projected spending	£66,450

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Providing professional development time.	<ul style="list-style-type: none"> Development of monitoring schedule Development of Swale Academies Trust Pupil Premium Strategic Leadership Group. INSETdays and weekly Professional Development Meetings Maths PD Leads - weekly Maths bitesize briefing for teachers English PD leads training and support for teachers Eastbourne Swale Primaries Hub network meetings, moderation and sharing of good practice NQT release time Pupil Progress Meetings EHT / SLT Subject Leadership Reflections Subject action plans including staff questionnaires to ascertain staff subject knowledge and provide bespoke support. Pupil Premium Review Regular stakeholder voice opportunities.
Targeted Support	Development and support time is provided to enhance subject knowledge.	<ul style="list-style-type: none"> KS1 Term 1 Teacher-development of phonics subject knowledge for staff English PD leads to support teacher subject knowledge in reading fluency e.g. fluency circle, Lexia and Bug Club Inclusion Manager support through regular bridging meetings with support staff to ensure all pupil targets are met. EHC pupil planning time allocated for teacher to work with the Inclusion Manager to co-construct learning timetable for the week SLT to work with teachers to ensure assessment systems are strong. Inclusion team to work with support staff to ensure tracking and next steps for learning are effective.

Wider strategies	<p>Attendance during Covid-19</p> <p>Engaging with families facing the most challenges</p>	<ul style="list-style-type: none"> • Risk assessments kept up to date. • DfE guidance followed re absence. • Robust policies and procedures are followed. • Parents are kept up to date with information and guidance. • Continue to work with the Neighbourhood Partnership Group to provide e.g. computers, food parcels, hot meals during holidays etc. • Close liaison with external agencies/family support worker to work in partnership with parents. • PSP meetings for parents • Partnership for progress meetings.

Review: Last Year's Aims and Outcomes

Aim	Outcome
	<p>Please see the outcome document for 2019/2020 on the school website.</p> <p>Due to the Covid-19 pandemic a measure impact in relation to the previous academic year could not be achieved.</p>