

PUPIL PREMIUM

The Pupil Premium is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and close the attainment gap between them and all other children nationally.

The Pupil Premium is allocated to schools for pupils, in Years Reception to 11, that are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the past six years (Ever 6). Pupil Premium is also allocated for children who have been looked after by the local authority (CLA) continuously for more than six months. In East Sussex Pupil Premium for CLS is managed by the Virtual School for Children in Care.

The Pupil Premium has risen since its introduction in 2011 and now means that the school receives £1320 for each child that attracts this additional funding. This year an early years pupil premium is also paid for our 3 and 4 year old children in nursery. In 2016/17 this premium will be £300 per child.

The Pupil Premium provides our school with vital funding. Without this money, we are unable to sustain the MANY things that our school offers. Without Pupil Premium for example, we would not be able to sustain:

- Current level of staffing (Teaching Assistants and Individual Needs Assistants);
- a drive for excellence in computing and digital technology;
- Additional learning support (e.g. one-to-one, small group tuition, intervention programmes);
- Specialist teachers for subjects such as Physical Education, Competitive Sport, Music, Computing, Spanish;
- Additional wrap-around care services such as Breakfast Club and Twilight Club which enable the school to be open from 7:30am to 6:00pm for childcare;
- Large range of free after school clubs;
- Subsidy of school trips.

In order for the school to continue to provide the above and more, we need your help by completing and returning the Free School Meals Application [Form here](#). By completing the application form your child may also personally receive extra funding that may be used for a variety of reasons, including some of the following:

- Free after school clubs;
- Free school trips;
- Free Breakfast Club and Twilight spaces;
- Extra one-to-one and small group support for learning in the core subjects of English and Mathematics;
- Purchase of specialist Computing equipment to support your child's learning needs;
- School uniform;
- and much, much more.

Universal Infant Free School Meals have been introduced from September 2014 for ALL children in Reception, Year 1 and Year 2 – this means children in these year groups are automatically entitled to having a free hot dinner at lunchtime. If you are eligible and don't complete the application form however, your child will miss out on the above.

For parents/carers of children in Nursery to Year 6, if you are entitled to ANY ONE of the following benefits please ensure you complete an application form straight away:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, with an annual gross household income of no more than £16,190
- Working Tax Credit 4 week 'run-on' (the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit)

Please [click here](#) to download and print an application form. Once it is completed you may return it to the office at Langney Primary School where it will be handled with confidentiality.

Alternatively you can [send this form](#) to Free School Meals, Children's Services Department, PO Box 4, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1UE.

If you have any queries then you can phone us on 01273 481388 or 01273 481696.

More information is also available on the Department for Education Website:

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

and <https://new.eastsussex.gov.uk/educationandlearning/schools/meals/free/>

OUR SCHOOL

Langney is a large two and three form entry school with 488 children on roll in the 'Sunshine Coast' of Eastbourne. We have a nursery attached to the school, which has an additional 42 children. We are so pleased that this year we will be in receipt of the Early Years Pupil Premium to use in our nursery. As believers of early intervention this funding can be targeted at families who would be eligible for Free School Meals. We also provide extended provision from 7:30a.m. to 6:00p.m with breakfast clubs, after school clubs and twilights.

The percentage of pupils known to be eligible for free school meals is 35%, which is a significantly above the National average of 27%.

The percentage of pupils with Special Educational Needs is 12% compared to 8% nationally.

Our school motto 'Moving Forward Together' reflects our uncompromising drive to work together, inclusive of all stakeholders, to ensure Langney Primary School is at the forefront of education. We are 'Dedicated To Excellence' and are committed to making the school a centre of excellence in all disciplines (academics, computing, arts, competitive sport etc). Staff, at all levels, have PRIDE (**P**ersonal **R**esponsibility **I**n **D**elivering **E**xcellence).

In order to fulfil the school's vision that all children exceed expectations, the school's teaching and learning is founded upon the principles of personalised learning. The teaching and learning at Langney is therefore characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress.

The culture of the school is characterised by high expectations and aspirations for our pupils. At Langney Primary School:

- ✓ There is an uncompromising drive to ensure the highest levels of achievement and personal development for all pupils.
- ✓ The school's pursuit of excellence is based upon building 'excellence within' the school (improved pupil outcomes, strive towards outstanding) and 'excellence beyond' the school (increased partnership collaboration)

and systemic school improvement).

- ✓ There is an appropriate balance between standards (excellence) while not being afraid to combine that with making learning fun (enjoyment).
- ✓ Leaders, staff and governors are innovative and forward thinking, with a common purpose to become a centre of excellence in all we do.
- ✓ The individual school character is based on the core values of quality, friendship, happiness, hope, unity, responsibility and co-operation.

OUR PRINCIPLES

High Aspirations

We will provide a culture where:

- staff believe in ALL children;
- there are “no excuses” made for underperformance;
- staff adopt a “solution-focused” approach to overcoming barriers;
- staff support children to develop “growth” mindsets towards learning.

High Expectations

We will ensure that:

- all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school;
- we use research to support us in determining the strategies that will be most effective.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils;
- ALL staff are aware of who pupil premium and vulnerable children are;
- ALL pupil premium children benefit from the funding, not just those who are underperforming;
- Underachievement at all levels is targeted (not just lower attaining pupils);
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing even better.

Quality First Teaching

We will continue to ensure that ALL children receive good and outstanding teaching achieved by using our Phase Achievement Leaders to:

- set high expectations;
- address any within-school variance;
- ensure consistent implementation of agreed policies and non-negotiables (e.g. oral and written feedback);
- share good practice within the school and draw on external expertise;
- provide high quality CPD;
- improve assessment practice.

FUNDING PRIORITIES

This year our aim is to further imbed outstanding teaching and leadership across the school. To ensure that pupil premium non negotiables and best practice strategies are demonstrated explicitly by all and apparent in the classroom. We must continue to target whole school reading progress and attainment. We aim to raise our reading in line with

other whole school improvements and ensure that beyond expected progress leads to reading across the school achieving at least national standards. Our 2016 results indicated a concern in reading attainment although small in school variation between PP children and Non-PP (5%). Our whole school reading strategies must now be imbedded across the school.

While our attainment and progress is widely good at KS1 and Early Years we are striving to ensure that the percentage of children working at and exceeding new national standards in KS2 is increased. Maths is still an ongoing priority for our disadvantaged learners in KS1.

We will spend more of our available grant this year on emotional support and resilience interventions ranging from family support to fully trained THRIVE practitioners, as we have identified the need for attachment barriers to be addressed in some of most vulnerable children. To address some of the more complex needs around our children we continue to invest in our dedicated family support worker providing targeted family meetings to support parents in helping children at home.

Finally once again we are heavily investing in computing and digital technology as we believe that this will be one of the key ways we can ensure our children are developing learning both in and outside school. We are now regarded as a flagship school in computing and digital technology and this will be one of the key drivers in ensuring that the gap is narrowed between our children and all others nationally.

Looking Back – Pupil Premium Expenditure 2015 - 2016

| | |
|---|----------|
| Total Number of Pupils On Roll | 488 |
| Total Number of Pupils Eligible for Pupil Premium Grant | 178 |
| Pupil Premium Allocation | £234,220 |
| Date of most recent Pupil Premium Review | Jan 2016 |
| Date of next internal review | Jan 2017 |

| Nature of support 2015/16 | |
|--|-----|
| Focus on learning and the curriculum | 70% |
| Focus on social, emotional and behavioural | 15% |
| Focus on enrichment beyond the curriculum | 10% |
| Focus on families / community | 5% |

| Year Group | Item/Project | Cost | Objective | Outcome measure |
|---|---------------------------------------|---------|--|---|
| Staffing for whole school impact | | | | |
| Rationale: 'The most successful schools are thorough in their monitoring of every pupil and through in their knowledge of every child.' – (A practical Guide to the Pupil Premium). At Langney we believe that a dedicated lead member of staff will ensure we are able to achieve this aim. We also know from the EEF toolkit; On average, the effective use of ICT and digital technology can make approximately four months additional progress per year. This led us to ensure ICT becomes an integral part of the school curriculum. | | | | |
| All years | Pupil Premium Lead – Premium progress | £37,174 | <p>Leading the implementation of the Pupil Premium strategy for narrowing the gap, while monitoring and reporting on progress made.</p> <ul style="list-style-type: none"> - Addressing within school variance - Data Analysis - Raising staff awareness of | <p>In school variation has now reduced across the school and is evident in this years KS2 results. % at ARE</p> <p>RWM: PP = 46.4% Non PP = 45.2% Gap = +1.2% reduced from 25% 2015</p> <p>Reading: PP = 50% Non PP = 51.6% Gap = 1.6% reduced from 19% 2015</p> <p>Writing PP = 82% Non PP = 90%</p> |

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| | | | <p>the Pupil Premium Addressing barriers for learning for PP children at the school</p> <ul style="list-style-type: none"> - Ensuring Quality first teaching and Sharing best practice - Supporting effective use of data and gap analysis - Planning for and delivering Effective interventions - Providing targeted support / intervention for pupils to address underachievement - Ensuring effectiveness of support staff working as part of the premium progress team - Increasing engagement of parents in learning | <p>Gap = 8% reduced from 10% 2015 Maths: PP = 68% Non PP = 71% Gap = 3% reduced from 23% 2015 SPAG PP = 68% Non PP = 71% Gap = 3% reduced from 28% 2015</p> <p>This role has also had an impact across the rest of the analysis within this document as it leads whole school change.</p> <p>an Increased percentage of good / outstanding teaching To 24% Outstanding 59% Good 18% requiring improvement and 0% inadequate</p> <p>Consistent implementation of practice and expectations across school. This can clearly be seen in UKS2 and pockets across other phases but must now be implement by all phase leaders.</p> |
| All years | Computing and digital technology | £46,963 | <ul style="list-style-type: none"> -Coaching teachers in the effective use of ICT / computing - To ensure ICT becomes an integral part of whole school learning - Ensure that teachers use ICT to engage and motivate all pupils to learn - Ensure Langney is a flagship school at the forefront of new technologies | <p>In the past year we have gained national accreditation in ICT mark, e-safety (only south east school with this award) and no offering school to school support in ICT and digital literacy.</p> <p>Increased engagement of learning both in and out of school, at after school clubs and accessing google drive at home. Now over 400 online documents are created weekly and saved in google drive with access available in and out of school.</p> <p>Programming is now taught across the school from Reception to year 6.</p> <p>Progress data shows that our 2016 cohort have made on average</p> <p>2.4 points progress score in Writing 0.4 points progress in Maths -1.8 points progress in Reading</p> <p>Digital literacy is most embedded in our writing process (evident in the ability of pupils to complete writing tasks when handwriting would have been a previous barrier) and must now be more incorporated into our reading strategies.</p> <p>Year 3 children also completed a unit</p> |

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| | | | | <p>of work using class tablets, creating a short story with motion capture technology. They then showed their films to over 100 parents in the local cinema.</p> <p>One child said <i>"it was way more interesting to use a tablet and new technology to create a story, it was so exciting to see my work on a cinema screen."</i></p> |
|--|--|--|--|--|

Specific additional teaching staff – quality first teaching

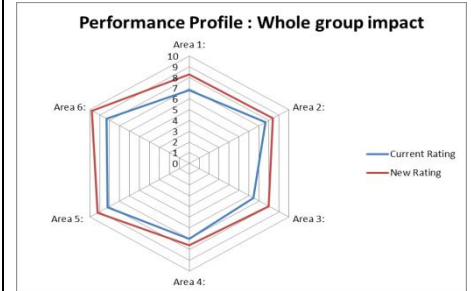
Rationale: According to 'A Guide to the Pupil Premium': 'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development.'

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| All years (year 6 focus) | Literacy premium progress Champion project | £35,685 | Developing Literacy skills through one to one and small group targeted support in English specifically for children in year 6, but will target critical children across the school. | <p>Whole school reading data was disappointing in KS2 outcomes with 50.8% of all children achieving expected standard in national tests. And PP children achieved 46% expected standard</p> <p>However our internal O-track data shows our PP children with 82.1% at expected standard and Non PP children 90.3% at expected standard with an internal variation of 8.1%</p> <p>In KS1 75% of PP children achieved expected standard with 33% at greater depth.</p> <p>76.9% of PP children achieved level 2B+ with an in school variation of 7.3% and 10% below national Non PP</p> <p>And 26.9% of PP children achieved level 3+ with an in school variation of 15.2% and 11% below national Non PP</p> <p>Specific interventions Premier League Reading stars: 16 children attended PLRS for 10 weeks on the bus after school. 5 children were not yet free readers and have one average increased by 3 book band levels</p> <p>The club has had the greatest impact amongst year 5 boys In a self review questionnaire average gains were made in - ability from 7.7 to 8.4 out of 10 - reading with others from 6.5 to 8 out of 10 - enjoyment of reading from 6.8 to 8.3 out of 10 - challenged by reading from 7 to 7.6</p> |
|--------------------------|--|---------|---|---|

out of 10
 - desire to improve reading from 8.2 to 9.2 out of 10
 - excitement about the scheme from 8.3 to 9.8 out of 10

As a project aimed at engagement it is excellent to see children with an increased enjoyment of reading

Increased confidence through student voice



Peer reading project – 32 children in years 1,2 and 3 have been paired with peer readers in years 5 and 6 for daily reading sessions during lunch times on the bus.

- detailed analysis of progress through self assessment questionnaires and PM reading benchmark
 16 children are now peer reading during lunchtimes on the bus

Retelling

Children at outstanding up from 25% to 81%

Satisfactory from 31% to 19% and unsatisfactory 44% reduced to 0%

And Comprehension

Children at outstanding up from 13% to 44%

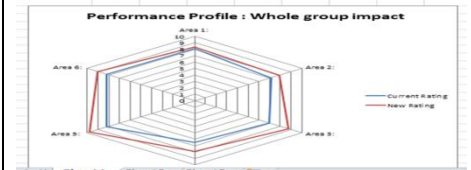
Satisfactory from 56% to 50% and unsatisfactory 31% reduced to 6%

On average they have increased by 2.4 book band levels

| | Area 1: | Area 2: | Area 3: | Area 4: | Area 5: | Area 6: |
|----------------|---------|---------|---------|---------|---------|---------|
| Current Rating | 8.0625 | 7.125 | 8.75 | 8.5 | 8.875 | 8.875 |
| New Rating | 8.9375 | 7.875 | 8.75 | 7.875 | 9.8125 | 9.0625 |

Area Questions:

- How much do you enjoy reading?
- How good do you think you are at reading?
- How sure are you about reading with other people?
- How challenged do you feel about reading at school?
- Do you want to get better at reading?
- Are you excited about having a peer reader?



All years (year 6 focus)

Numeracy premium progress champion project

Also part of the PP leads role.

Developing Numeracy skills through one to one and small group targeted support in Maths specifically for children in year 6, but will target critical

Whole school Maths tracking shows KS2 outcomes at 69.5% of all children achieving expected standard in national tests (in line with national average).

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| | | | children across the school. | <p>PP children achieved 68% expected standard</p> <p>Maths mastery sessions once a week for PP children in years 2 and 6 working at greater depth in years 2 and 6</p> <p>Year 6: 21 children across both classes receive 30 mins additional time a week (12 of which are PP) 52% of the group were ARE or greater depth now this figure is 91% Greater depth has increased by 39% Of the 12 PP children in these groups 67% were ARE or greater depth now this figure is 84%</p> <p>Year 2: 7 children across both classes receive 45 mins additional time a week An increase from 14% (1 out of 7) to 86% (6 out of 7) are now at ARE from their headstart maths assessment. None as yet are working at greater depth</p> |
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Support Staff – the wider team around the child

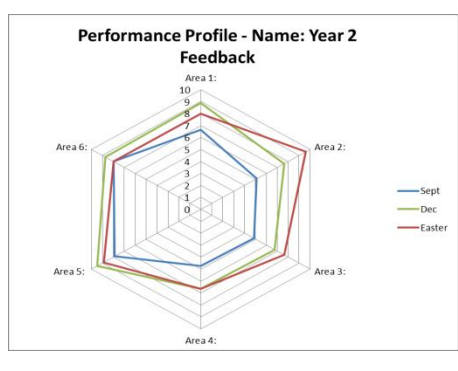
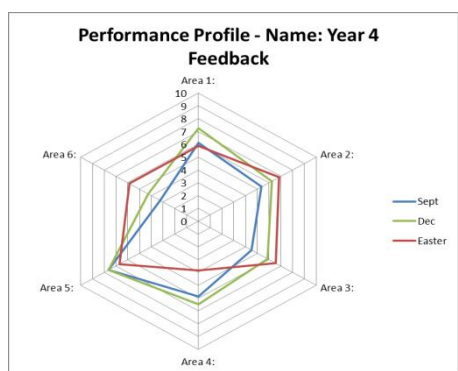
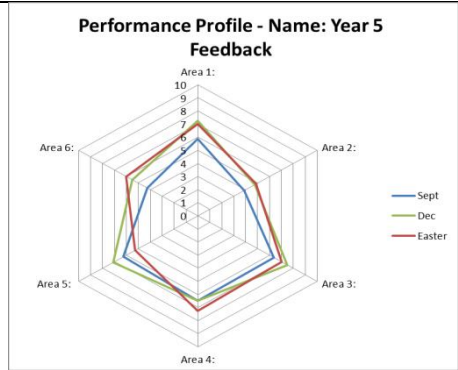
Rationale: From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching and Feedback has been shown to be the most effective way of making up to 9 months of additional progress per child.

Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings. Early childhood providers need to reach out to families in order to build the kind of relationships that engage them as active partners early in their children's education (National Dropout Prevention Center/Network, 2003).

This year we have reduced the amount of PP funding spent on INA's to promote independent learning for some of our PP children.

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| Year 6 | Feedback champions | £12,689 | <p>Improving feedback: Assertive mentoring – setting clear targets for pupils – having individual mentoring sessions with pupils to discuss their learning, provide quality feedback and develop clear, next steps for success – Engaging parents more fully in learning – Informing whole, small, group, one to one teaching based on detailed gap analysis</p> | <p>In many cases our feedback champions ensured that PP children in their groups used metacognitive strategies to review their own learning and ensure quality in both their EBIs and steps to success.</p> <p>The spider graphs below show children's self evaluations of their own ability to receive and use feedback from marking or teacher comments.</p> |
| Year 5 | Feedback champion | £6,668 | | |
| Year 4 | Feedback champion | £6,020 | | |
| Year 2 | Feedback champions | £12,618 | | |

| DfE/OFSTED | Jan 16 | | | | Apr 16 | | | |
|------------------------------|-----------------|---------|----------------------|------|-----------------|---------|----------------------|------|
| | Days/Hours/cont | Quality | with/without support | 16 | Days/Hours/cont | Quality | with/without support | 16 |
| Pop | 1024 | 80% | 100% | 100% | 1024 | 80% | 100% | 100% |
| Eda/Eds | 1024 | 80% | 100% | 100% | 1024 | 80% | 100% | 100% |
| Eds/Eds/Eds | 2143 | 80% | 100% | 100% | 2143 | 80% | 100% | 100% |
| Jan | | | | | | | | |
| Karen Day | 41962 | 80% | 100% | 100% | 41962 | 80% | 100% | 100% |
| Laura Evans | 37921 | 80% | 100% | 100% | 37921 | 80% | 100% | 100% |
| Rachel Whalley | 41975 | 80% | 100% | 100% | 41975 | 80% | 100% | 100% |
| Sharon/Deborah/Heather | 42273 | 80% | 100% | 100% | 42273 | 80% | 100% | 100% |
| Tara/Janet/Debbie | 21943 | 80% | 100% | 100% | 21943 | 80% | 100% | 100% |
| Book & Mail | | | | | | | | |
| Jen Bevan | 41987 | 80% | 100% | 100% | 41987 | 80% | 100% | 100% |
| Laura/Heather | 1924 | 80% | 100% | 100% | 1924 | 80% | 100% | 100% |
| Anthony/Deborah/Janet | 21943 | 80% | 100% | 100% | 21943 | 80% | 100% | 100% |
| Ms Team | | | | | | | | |
| Heather/Keala | 41987 | 80% | 100% | 100% | 41987 | 80% | 100% | 100% |
| Heather/Deborah | 41944 | 80% | 100% | 100% | 41944 | 80% | 100% | 100% |
| Don/Heather/Ed | 41975 | 80% | 100% | 100% | 41975 | 80% | 100% | 100% |
| Deborah/Heather/Deborah | 41944 | 80% | 100% | 100% | 41944 | 80% | 100% | 100% |
| Maths/Book & Mail | | | | | | | | |
| Keala/Janet | 41987 | 80% | 100% | 100% | 41987 | 80% | 100% | 100% |
| Deborah/Heather | 41944 | 80% | 100% | 100% | 41944 | 80% | 100% | 100% |
| Heather/Janet | 41944 | 80% | 100% | 100% | 41944 | 80% | 100% | 100% |
| Janet | 41975 | 80% | 100% | 100% | 41975 | 80% | 100% | 100% |
| Pop Pack | | | | | | | | |
| Keala/Deborah/Heather | 41987 | 80% | 100% | 100% | 41987 | 80% | 100% | 100% |
| Heather/Deborah/Janet | 41987 | 80% | 100% | 100% | 41987 | 80% | 100% | 100% |
| Heather/Janet | 41987 | 80% | 100% | 100% | 41987 | 80% | 100% | 100% |
| Deborah/Heather | 41944 | 80% | 100% | 100% | 41944 | 80% | 100% | 100% |
| Janet/Deborah | 41975 | 80% | 100% | 100% | 41975 | 80% | 100% | 100% |
| Other | | | | | | | | |
| Janet/Janet | 41987 | 80% | 100% | 100% | 41987 | 80% | 100% | 100% |
| Deborah/Janet/Janet | 41944 | 80% | 100% | 100% | 41944 | 80% | 100% | 100% |
| Heather/Deborah/Janet | 41987 | 80% | 100% | 100% | 41987 | 80% | 100% | 100% |
| Janet/Deborah/Janet | 41975 | 80% | 100% | 100% | 41975 | 80% | 100% | 100% |
| Other/Pop Pack | | | | | | | | |
| Deborah/Heather/Janet | 41944 | 80% | 100% | 100% | 41944 | 80% | 100% | 100% |
| Janet/Deborah/Janet | 41975 | 80% | 100% | 100% | 41975 | 80% | 100% | 100% |
| Heather/Deborah/Janet | 41987 | 80% | 100% | 100% | 41987 | 80% | 100% | 100% |
| Janet/Deborah/Janet | 41975 | 80% | 100% | 100% | 41975 | 80% | 100% | 100% |



Lessons and work scrutinies show that feedback strategies are being used consistently and effectively across the school, and marked improvements have been seen in the 30 children receiving feedback support




English:
Steps to success are now completed **89%** of the time up from 76% at the start of the year and quality responses to teacher marking is up from **59% to 79%**

Maths:
Steps to success are now completed **89%** of the time up from 79% at the start of the year and quality responses to teacher marking is up from **60% to 69%**

| | | | | |
|-----|------------------|---------|--|---|
| | | | | <p>We found that pupils with feedback champions showed the following improvement in their Maths headstart assessments</p> <p>Year 2: Term 2: 10% at ARE with 0% at GD Term 6: 90% at ARE with 50% at GD</p> <p>Year 4: Term 2: 0% at ARE with 0% at GD Term 6: 86% at ARE with 0% at GD</p> <p>Year 5: Term 2: 12% at ARE with 0% at GD Term 6: 12% at ARE with 0% at GD</p> |
| 1/2 | Reading champion | £12,183 | <p>Support on a one-to-one basis, to provide pupils with their full attention and support to:</p> <ul style="list-style-type: none"> - improve reading level - increase overall confidence - inspire a lifelong love of reading | <p>Improved confidence and attitudes to reading</p> <p>Improved attainment in reading (see assessment data below)</p> <p>24 children have been daily reading in the library since October 15</p> <p>On average they have increased by 6 book band levels, with 63% at ARE up from 13% in term 2</p> |

| | Term 2 | | | | Term 4 | | | | Term 6 | | | | | | | | |
|---|------------------------|-----------------------------|-----------|---------------|--------|------------------------|------------------------------|-----------|---------------|-------|------------------------|------------------------------|-----------|---------------|------|------|------|
| | | | Retelling | Comprehension | ARE | | | Retelling | Comprehension | ARE | | | Retelling | Comprehension | ARE | | |
| Pupils Below Expected Standard Unsatisfactory | Average Accuracy = 90% | Average book band level = 9 | 42% | 33% | 87% | Average Accuracy = 92% | Average book band level = 12 | 0% | 4% | 42% | Average Accuracy = 96% | Average book band level = 15 | 12% | 12% | 37% | | |
| | | | 10/24 | 8/24 | 21/24 | | | | 0/24 | 1/24 | | | 10/24 | | 3/24 | 3/24 | 9/24 |
| Pupils At Expected Standard+ Satisfactory | | | 29% | 46% | 13% | | | 50% | 33% | 58% | | | 50% | 50% | 38% | | |
| | | 7/24 | 11/24 | 3/24 | | 12/24 | 8/24 | 14/24 | | 12/24 | 12/24 | 9/24 | | | 9/24 | | |
| Greater Depth Excellent | | | 29% | 21% | 0% | | | 50% | 63% | 0% | | | 38% | 38% | 25% | | |
| | | | 7/24 | 5/24 | 0/24 | | | 12/24 | 15/24 | 0/24 | | | 9/24 | 9/24 | 6/24 | | |

| All years | Pastoral and Behaviour support | £17,602 | <p>Supporting children's learning and working alongside some of the schools most vulnerable children with complex emotional and family needs.</p> <p>Increasing attendance and reduction of behavior incidents in the behavior log.</p> | <p>Improved behavior across the school shown in a reduced number of behavior incidents</p> <table border="1"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="3">Verbal Warning</th> <th colspan="3">Green Stage</th> </tr> <tr> <th>Aut</th> <th>Spr</th> <th>Su</th> <th>Aut</th> <th>Spr</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Reception</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Year 1</td> <td>6</td> <td>2</td> <td>2</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Year 2</td> <td>8</td> <td>4</td> <td>3</td> <td>3</td> <td>4</td> <td>1</td> </tr> <tr> <td>Year 3</td> <td>3</td> <td>4</td> <td>9</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>Year 4</td> <td>4</td> <td>5</td> <td>5</td> <td>5</td> <td>3</td> <td>2</td> </tr> <tr> <td>Year 5</td> <td>2</td> <td>5</td> <td>7</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Year 6</td> <td>2</td> <td>4</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>27</td> <td>25</td> <td>28</td> <td>12</td> <td>9</td> <td>4</td> </tr> </tbody> </table> | Year Group | Verbal Warning | | | Green Stage | | | Aut | Spr | Su | Aut | Spr | Su | Nursery | 0 | 0 | 0 | 0 | 0 | 0 | Reception | 2 | 1 | 0 | 0 | 0 | 0 | Year 1 | 6 | 2 | 2 | 2 | 1 | 0 | Year 2 | 8 | 4 | 3 | 3 | 4 | 1 | Year 3 | 3 | 4 | 9 | 1 | 0 | 1 | Year 4 | 4 | 5 | 5 | 5 | 3 | 2 | Year 5 | 2 | 5 | 7 | 0 | 1 | 0 | Year 6 | 2 | 4 | 2 | 1 | 0 | 0 | Total | 27 | 25 | 28 | 12 | 9 | 4 |
|--------------|--------------------------------|-----------|---|--|------------|----------------|--|--|-------------|--|--|-----|-----|----|-----|-----|----|---------|---|---|---|---|---|---|-----------|---|---|---|---|---|---|--------|---|---|---|---|---|---|--------|---|---|---|---|---|---|--------|---|---|---|---|---|---|--------|---|---|---|---|---|---|--------|---|---|---|---|---|---|--------|---|---|---|---|---|---|--------------|-----------|-----------|-----------|-----------|----------|----------|
| Year Group | Verbal Warning | | | Green Stage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Aut | Spr | Su | Aut | Spr | Su | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nursery | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reception | 2 | 1 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 6 | 2 | 2 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 8 | 4 | 3 | 3 | 4 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 3 | 4 | 9 | 1 | 0 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 4 | 5 | 5 | 5 | 3 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 2 | 5 | 7 | 0 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 2 | 4 | 2 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 27 | 25 | 28 | 12 | 9 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|--|--|---|--|--|-------------|---|--|--|-------------|--------|---------|-------------|---------|---------|-------------|---------|---------|-----------------------------------|----|----|--|---------|--------|
| 2015-16  | Amber Stage | Progression from Amber Stage to Red Stage | | | | | | | | | | | | | | | | | | | | | | |
| | Number of Pupils (% of school population) | Number of Pupils (% of school population) | | | | | | | | | | | | | | | | | | | | | | |
| Autumn Term | 7 (1%) | 5 (<1%) | | | | | | | | | | | | | | | | | | | | | | |
| Spring Term | 5 (<1%) | 4 (<1%) | | | | | | | | | | | | | | | | | | | | | | |
| Summer Term | 4 (<1%) | 1 (<1%) | | | | | | | | | | | | | | | | | | | | | | |
| Total Number of Incidents 2015-16 | 16 | 10 | | | | | | | | | | | | | | | | | | | | | | |
| Total Number of Different Pupils over the 2015-16 period | 11 (2%) | 8 (1%) | | | | | | | | | | | | | | | | | | | | | | |
| All years | External family support and interventions | £17,602 | <p>Supporting parents to overcome barriers to children's learning and Increasing engagement of parents in learning.</p> <p>Increasing attendance.</p> <p>Targeted family work, provision of family learning opportunities and focused work on improving attendance and punctuality.</p> | <p>Improved attendance (Attendance analysis) Whole school 2014-15 attendance = 95.6% 2015-16 = 95.6%</p> <p>FSM attendance vs Non FSM Autumn = 94.4% vs 96.5% = 2.1% Spring = 92.5% vs 95.3% = 2.8% Summer = 95.2% vs 96.6% = 1.4% Sept – July = 94.3% vs 96.3% = 2%</p> <p>Ever 6 attendance vs Non Ever 6 Autumn = 95.1% vs 96.5% = 1.4% Spring = 93.5% vs 95.4% = 1.9% Summer = 95.3% vs 96.8% = 1.5% Sept – July = 94.7% vs 96.4% = 1.7%</p> <p>Case studies: <i>Year 2 PP child following ESBAS referral in January 16 when on 82.8% attendance finished the year on 91.8%</i></p> <p><i>Year 4 PP child offered free breakfast club place and moved from 76.2% to 84%</i></p> | | | | | | | | | | | | | | | | | | | | |
| 3 | Nurture Provision / THRIVE | £20,895 | <p>Personalised learning in mathematics and literacy for our dual vulnerability pupils presenting SEN learning difficulties</p> <p>To remove barriers for learning and help these children make expected and beyond levels of progress</p> | <p>Thrive teacher assessments – GL assessment data (TBC) Average increases from Sept 15 - English 86 and Maths 83 Summer 16 - English 92 and Maths 89</p> <p>One PP child in THRIVE class said, <i>"I love being in my new classroom, it has helped me calm down and focus on my learning.... I feel so much more supported to understand work and get things finished...I also know that when I get angry we can talk about how I feel and this helps me calm down and settle quickly.... I'm so much happier at school now"</i></p> | | | | | | | | | | | | | | | | | | | | |
| 2, 3 and 5 | Learning support and INA's | £4,000 | <p>To provide additional individual support for 2 SEN PP children</p> <p>Targeted support for children with SEN so children settle well and make good progress</p> | <p>Increased % of pupils achieving a good level of development (Discussion, Observations and Assessment Data)</p> <p>Maths headstart Average 30.5% increase in scores from terms 2 to terms 6</p> | | | | | | | | | | | | | | | | | | | | |

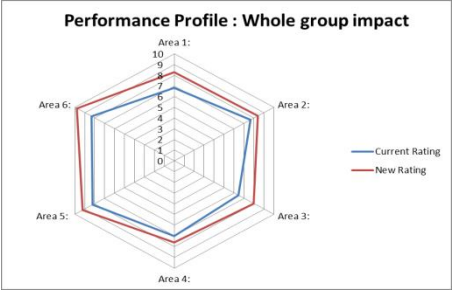
| | | | | |
|--|-----------------------------|--------|--|---|
| | | | | English increased an average of 5.5 book band levels from terms 2 to terms 6 |
| Agency Staff – contingency to maintain quality first teaching Rationale: According to 'A Guide to the Pupil Premium': 'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development.' | | | | |
| All years / KS1 | Supply costs | £4,800 | <p>Supply costs are available to ensure that Quality first teaching is not disrupted if any unexpected staff absences occur during the academic year.</p> <p>Costs will also be made available for KS1 intervention to be provided in spring terms pre KS1 SATS if contingency funds have not be spent.</p> | <p>A high level of cover was required in 2015/16 However this allowed an Increased percentage of good / outstanding teaching To 24% Outstanding 59% Good 18% requiring improvement and 0% inadequate</p> <p>And contributes to both attainment and progress data throughout this report</p> |
| Staff Training Rationale: From EEF toolkit; On average, children who use meta-cognitive strategies and receive highly effective feedback can make approximately nine months additional progress per year. | | | | |
| All years | Meta cognition and feedback | £1,000 | <p>Training of staff will ensure best practice is standardised across the school for both teachers and support staff alike</p> <p>The Sutton trust highlights the positive effects of both these strategies that we will continue to implement and improve this year.</p> <p>Improving feedback: Support for teaching and support staff to develop skills in AFL: Improving feedback (written and oral) Development of steps to success.</p> | <p>Quality feedback and children's written responses demonstrating meta cognition has shown an increase in books (this can be seen in earlier analysis of the feedback champions book scrutinies)</p> <p>Lessons and work scrutinies show that AFL strategies are being used consistently and effectively across the school.</p> <p>Quality feedback and children's written responses demonstrating meta cognition has increased in the books</p> <p>Lessons and work scrutinies show that AFL strategies are being used consistently and effectively across the school.</p> <p>This is an area that we will continue to invest in next year encouraging all staff to adopt best practice feedback strategies for PP children in their classes.</p> |
| Professional fees and outside agencies Rationale: Although we acknowledge that some of these costs can be high for a limited number of children at Langney we believe that the arts consistently show positive benefits on academic learning and wider outcomes such as self confidence. On average, children who take part in these activities make approximately three months additional | | | | |

progress per year.

Speech, language and dyslexia interventions for some of our dual vulnerability children enables us to build in foundation skills to underpin learning throughout their time at school.

| | | | | |
|--------------|---|--------------------------------|---|---|
| All years | East Sussex Music service | £10,000 | <p>Whole class instrumental teaching with increased opportunities for PP children to gain the skills required for learning an instrument, mastery orientation, emotional resilience, perseverance etc</p> <p>And supplemented music tuition fees for those who excel or have a desire to progress</p> | <p>Increased emotional wellbeing has been reflected in the progress made, attendance and attitudes towards learning reflected through-out this report</p> |
| EYFS and KS1 | Speech and Language Therapist support | £21,700 | <p>They will deliver professional support for teachers, TAs and model best practise.</p> <p>They will also support targeted children aimed at improving basic language skills, building vocabulary and social / emotional skills so children are more ready to learn</p> | <p><i>Please see external speech and language report to SENCO</i></p> <p>Increased % of pupils achieving a good level of development</p> <p>(Discussions, Observations and Assessment Data)</p> |
| All years | Dyslexia Specialist teaching | £9,100 | <p>Specialist trained support for dyslexic pupils and those at risk of dyslexia.</p> <p>The teacher will be able to deliver a personalised programme of support alongside screening tests</p> | <p>By removing barriers to learning targeted children demonstratde rapid and beyond expected progress in all areas of attainment</p> <p>Assessment data shows: The children made an average of 4 book band levels over the year</p> <p>Specific individual reports for targeted children are also available from SENCO</p> |
| Year 6 | Lilac Sky SATS busters in SPAG and targeted Math's intervention | Provided by additional funding | <p>Specialist SPAG and math's tuition for year 6 pre SATs focused on those borderline national standard children in both classes over a 4 week period</p> | <p>SPAG 15 children focused on specific prior gaps in spelling identified from year 4 and 5. On average the children closed 3.5 gaps in a 4 week period, this was reflected in KS2 SPAG outcomes of PP = 68% expected standard Non PP = 71% Gap = 3% reduced from 28% 2015</p> <p>Maths Across both year 6 classes 22 children received interventions for a 4 week period pre SATS. In Reggae class average scores increased by 23% and in heavy metal average scores increased by 30% This contributed to KS2 Maths attainment: PP = 68% expected</p> |

| | | | | |
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| | | | | standard Non PP = 71% Gap = 3% reduced from 23% 2015 |
| Curriculum resources | | | | |
| Rationale: From EEF toolkit; On average, children who take part in Phonics and peer tutoring can make approximately three to five months additional progress per year. | | | | |
| EYFS, 1 and 2 | Phonics, Phase 2 board games, spelling tubs, rhyming sound tubs, phonics fans, balls and cubes etc Alphabet squares, magnetic boards, letter flips etc POP for rhyming EYFS Phonics books | £1,000 | Improving basic language skills and building vocabulary Building basic literacy skills Build social and emotional skills so children are more ready to learn | With 17 PP children in year 1, 88.2% of disadvantaged Children in year 1 achieved their required level for end of year 1 Phonics screening tests. This is 22.2% above the national average of 66%. This has increased from 52.6 % in 2014 to 88.2 in 2016 In school variation has also become positive for the first time in 3 years with PP children exceeding non PP children by 6.4% In year 2 87.5% of PP children achieved their required level in phonics screening, this is up from 73.1% in 2015 |
| 3 / 4 | Guided reading books Flash cards - Foam letters Magazine subscriptions for PP children | £4,000 | Extending resources: Providing reading resources for the reading champion and peer tutors to use for encouraging reading skills across the school, and encourage a reading for pleasure | Book corners, our literacy champion and junior librarian schemes alongside stop drop and read initiatives have all promoted reading for pleasure across the school Attainment in reading levels across the school (assessment data) shows KS1 76.9% of PP children achieved level 2B+ with an in school variation of 7.3% and 10% below national Non PP And 26.9% of PP children achieved level 3+ with an in school variation of 15.2% and 11% below national Non PP |
| 2 | Toe by Toe reading | £1,000 | | |
| 1 / 2 | Plus 1 and Jump ahead Numeracy intervention | £400 | Extending resources: Providing Maths resources for the numeracy champion and peer tutors to use for encouraging numeracy skills across the school. | Improved confidence and attitudes to Maths KS1 84.6% of PP children achieved level 2B+ with an in school variation of 3% positively towards disadvantaged children, and 1.4% below national Non PP And 19.2% of PP children achieved level 3+ with an in school variation of 17.6% and 11% below national Non PP |
| 1-6 | Music Service - | £1,800 | Providing resources: | Increase emotional well being that |

| | | | | |
|-----------|-----------------------------------|------|--|---|
| | Instruments | | Providing instruments for lessons so that all children have the opportunity to learn an instrument | will be reflected in progress made, attendance and attitudes towards learning. |
| All years | Entrepreneurial staff initiatives | £496 | Provides a budget that staff can apply for funds to run their own entrepreneurial plans for impacting children's learning experiences at Langney and promote rapid gains in progress to ensure all children reach expected national standards. | <p>Encouraged staff to take ownership of their project and the outcome measures agreed from their funding application. This was clearly seen in a number of projects.</p> <p>Premier league reading stars 16 children attended PLRS for 10 weeks on the bus after school. 5 children were not yet free readers and have one average increased by 3 book band levels</p> <p>The club has had the greatest impact amongst year 5 boys In a self review questionnaire average gains were made in - ability from 7.7 to 8.4 out of 10 - reading with others from 6.5 to 8 out of 10 - enjoyment of reading from 6.8 to 8.3 out of 10 - challenged by reading from 7 to 7.6 out of 10 - desire to improve reading from 8.2 to 9.2 out of 10 - excitement about the scheme from 8.3 to 9.8 out of 10 As a project aimed at engagement it is excellent to see children with an increased enjoyment of reading</p> <p>Increased confidence through student voice</p>  <p>Circus skills after school club Provided inspiration to carry on being part of physical activities within and outside of school. All 6 children signed up for further sporting clubs, carrying on with Activ8 and an increase in physical activity outside of school.</p> <p>Nurture redoubt fortress trip</p> |

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|--|--|--|--|--|
| | | | | <ul style="list-style-type: none"> - Shared experience leading to stronger bonds within the group - Added responsibility and trust; supporting one another - learning to identifying and manage emotions in a wider setting and different context from school |
|--|--|--|--|--|

Transport and Travel

| All years | School Minibus | £7,500 | Increase pupil access to out of school enrichment activities, clubs, venues and events | <p>Increase % attendance of PP children in extra-curricular clubs</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Attendance</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>198/549</td> <td>36%</td> </tr> <tr> <td>Spring</td> <td>235/604</td> <td>39%</td> </tr> <tr> <td>Summer</td> <td>284/624</td> <td>46%</td> </tr> <tr> <td>% difference</td> <td>+ 86 spaces</td> <td>+10%</td> </tr> </tbody> </table> <p>Autumn had 124 different PP children attending Spring had 128 different PP children attending Summer had 136 different PP children attending</p> <p>This included new for 2016 off-site clubs; archery, bowls and golf.</p> <p>Increased self-confidence Greater independence Better team-working, collaborative skills Improved social skills</p> <p>This in turn has Increased self-confidence of our children attending extra curricular clubs alongside a greater independence with better team-working, collaborative skills and improved social skills</p> | | Attendance | | Autumn | 198/549 | 36% | Spring | 235/604 | 39% | Summer | 284/624 | 46% | % difference | + 86 spaces | +10% |
|---------------------|--------------------|-------------|--|--|--|------------|--|---------------|----------------|------------|---------------|----------------|------------|---------------|----------------|------------|---------------------|--------------------|-------------|
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Enrichment experiences and extra curricular activities

Rationale: From EEF toolkit; Outdoor learning, sports and after school clubs consistently show positive benefits on academic learning and wider outcomes such as self confidence. On average, children who take part in these activities make approximately three months additional progress per year.

| All years | <p>After school club provision</p> <ul style="list-style-type: none"> - Rock school music and individual tuition - Razzle Dazzle Dance -Albion in the community | £10,000 | <p>We are proud to provide 30 Free after school clubs every week, ranging from Street Dance to Chess, Craft club to astronomy, gardening to board games and rock school to mine craft</p> <p>These clubs have 497 spaces filled each week with 137 PP children attending. This represents 28% of the overall attendance.</p> | <p>Increased overall attendance of our PP children across a range of activities (attendance data)</p> <p>Increased self-confidence and greater independence</p> <p>Better team-working, collaborative skills and emotional resilience</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Attendance</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>198/549</td> <td>36%</td> </tr> <tr> <td>Spring</td> <td>235/604</td> <td>39%</td> </tr> </tbody> </table> | | Attendance | | Autumn | 198/549 | 36% | Spring | 235/604 | 39% |
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| Summer | 284/624 | 46% |
| % difference | + 86 spaces | +10% |

Autumn had 124 different PP children attending
 Spring had 128 different PP children attending
 Summer had 136 different PP children attending

Evidence from the UCL institute of Education:

April 2016 – Out of school activities during primary school and KS2 attainment by Emily Tanner, Jenny Chanfreau, Meg Callanan, Karen Laing, Amy Skipp and Liz Todd
<http://www.cls.ioe.ac.uk/news.aspx?itemid=4428&itemTitle=Out+of+school+activities+improve+children%E2%80%99s+educational+attainment,+study+reveals&siteid=27&sitectionid=27&sitectiontitle=News>




Funded by the Nuffield foundation researchers from NatCen Social research, Newcastle University and ASK research found that children taking part in organised sport and physical activity were almost 1 and a half times more likely to reach a higher than expected level in their KS2 Math test at the age of 11.

Among disadvantaged children those who attended after school clubs also fared better than their peers who did not take part in such groups. They achieved on average a 2 point higher total score in their KS2 English, Math and science assessments.

"For children from economically disadvantaged backgrounds who have lower take up of formal out of school activities, school based clubs appear to offer an affordable and inclusive means of supporting academic attainment."

Research also found that children who participated in organized sports and physical activities during primary school had better social, emotional and behavioral skills than those that did not take part.

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|-----------|--|---------|---|--|
| | <p>School trips – year 6 residential and reward trips</p> <p>International tennis tournaments</p> <p>Sports fixtures</p> <p>Visiting museums and woodland numeracy project</p> | £10,000 | <p>Extending experiences and building confidence: so children can experience the best learning and so that we don't compromise on the excitement, potential and engagement of our children.</p> <p>Children offered residential places in a multi-activity centre.</p> <p>Reinforcing skills from the classroom in new environments to consolidate learning</p> <p>Provide enrichment experiences for those that may missed out</p> | <p>Raising aspirations and reinforcing life-long learning</p> <p>Increased self confidence and greater independence</p> <p>Better team-working, collaborative skills and Improved social skills</p> <p>29 PP Year 6 children attending end of year camp as an enrichment opportunity</p> <p>Children came back saying <i>"When I left I was scared and worried about being away from home, but now I feel confident about being away from home."</i> <i>"I climbed a very tall pole the size of a telegraph pole it was amazing."</i> <i>"At Camp I conquered my dreaded fear of heights and climbed the zip wire! When I soared through the air it was just outstanding."</i></p> |
| All years | Breakfast clubs | £0 | <p>Breakfast clubs provided early morning structured starts to the day for children at Langney. Here they will receive a quality breakfast to provide their nutritional requirements at the start of a school day and is another way of building in routines for some of our vulnerable children.</p> | <p>This has been used a strategy to improve whole school attendance data and specifically PP as a vulnerable group. Increased attendance of PP children</p> <p>FSM attendance vs Non FSM Autumn = 94.4% vs 96.5% = 2.1% Spring = 92.5% vs 95.3% = 2.8% Summer = 95.2% vs 96.6% = 1.4% Sept – July = 94.3% vs 96.3% = 2%</p> <p>Ever 6 attendance vs Non Ever 6 Autumn = 95.1% vs 96.5% = 1.4% Spring = 93.5% vs 95.4% = 1.9% Summer = 95.3% vs 96.8% = 1.5% Sept – July = 94.7% vs 96.4% = 1.7%</p> <p>Has also helped to address lateness whole school</p> <p><i>Case studies:</i> 2 PP siblings in years R and year 2 persistently late, but as a result of breakfast club intervention became 100% attendance and on time every day for last 2 terms.</p> <p>Contribute to good progress and ability to concentrate being made by PP children as a quality, first meal of the day is provided.</p> |
| All years | Construction club | £0 | <p>Running every lunch time children who are experiencing difficulties mixing with other children on the play ground can be enrolled onto</p> | <p>Reduced number of behavior incidents occurring at lunch times.</p> |

| | | | <p>construction club where activities including lego and craft are provided to ensure that behavior is managed and each child has the most enjoyable school experience possible every day</p> | <table border="1"> <thead> <tr> <th rowspan="2">2015-16 </th> <th>Amber Stage</th> <th>Progression from Amber Stage to Red Stage</th> </tr> <tr> <th>Number of Pupils (% of school population)</th> <th>Number of Pupils (% of school population)</th> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td>7 (1%)</td> <td>5 (<1%)</td> </tr> <tr> <td>Spring Term</td> <td>5 (<1%)</td> <td>4 (<1%)</td> </tr> <tr> <td>Summer Term</td> <td>4 (<1%)</td> <td>1 (<1%)</td> </tr> <tr> <td>Total Number of Incidents 2015-16</td> <td>16</td> <td>10</td> </tr> <tr> <td>Total Number of Different Pupils over the 2015-16 period</td> <td>11 (2%)</td> <td>8 (1%)</td> </tr> </tbody> </table> <p>Playground incidents primarily involve children getting hurt during games activities as a result of being over excitable (e.g. football) as opposed to deliberate acts of aggression.</p> <p>Increased self confidence and emotional resilience with greater independence for PP children</p> <p>Better team-working, collaborative skills and Improved social skills</p> | 2015-16  | Amber Stage | Progression from Amber Stage to Red Stage | Number of Pupils (% of school population) | Number of Pupils (% of school population) | Autumn Term | 7 (1%) | 5 (<1%) | Spring Term | 5 (<1%) | 4 (<1%) | Summer Term | 4 (<1%) | 1 (<1%) | Total Number of Incidents 2015-16 | 16 | 10 | Total Number of Different Pupils over the 2015-16 period | 11 (2%) | 8 (1%) |
|--|--|--|---|---|--|-------------|---|--|--|-------------|--------|---------|-------------|---------|---------|-------------|---------|---------|-----------------------------------|----|----|--|---------|--------|
| 2015-16  | Amber Stage | Progression from Amber Stage to Red Stage | | | | | | | | | | | | | | | | | | | | | | |
| | Number of Pupils (% of school population) | Number of Pupils (% of school population) | | | | | | | | | | | | | | | | | | | | | | |
| Autumn Term | 7 (1%) | 5 (<1%) | | | | | | | | | | | | | | | | | | | | | | |
| Spring Term | 5 (<1%) | 4 (<1%) | | | | | | | | | | | | | | | | | | | | | | |
| Summer Term | 4 (<1%) | 1 (<1%) | | | | | | | | | | | | | | | | | | | | | | |
| Total Number of Incidents 2015-16 | 16 | 10 | | | | | | | | | | | | | | | | | | | | | | |
| Total Number of Different Pupils over the 2015-16 period | 11 (2%) | 8 (1%) | | | | | | | | | | | | | | | | | | | | | | |

ICT learning resources

Rationale: We know from the EEF toolkit; On average, the effective use of ICT and digital technology can make approximately four months additional progress per year. This led us to ensure ICT becomes an integral part of the school curriculum.

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| 5 | Tablets for year 5 and 6 | £8,000 | <p>For Children in year 5 and 6 (following the successful use in year 5 last year) to have access to tablets aimed at improving learning opportunities.</p> <p>Year 5's will now take their tablets form last year through into year 6.</p> <p>A set of class tablets will also be available for booking.</p> | <p>Increased % of pupils achieving a good level of development</p> <p>Increased engagement and enthusiasm for learning from the use of ICT – Year 3 children completed a unit of work using class tablets, creating a short story with motion capture technology. They then showed their films to over 100 parents in the local cinema. One child said <i>"it was way more interesting to use a tablet and new technology to create a story, it was so exciting to see my work on a cinema screen."</i></p> <p>Please see available Governors report about the use of tablet in year 5 from Computing lead</p> <p>The governor comment was <i>"This could have easily been a fad and the tablets could easily have been abandoned on the shelf. However it has been demonstrated that these tablets can be used to enhance many different subjects, further engage pupils in interacting with the syllabus and work (especially art) can be turned around much quicker without detriment to learning. It also prepares pupils for their future</i></p> |
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| | | | | <p><i>workplace as the business world continues to use technology in different ways."</i></p> <p>Mobile tablets are now permanently out in classes – with a greater demand driving the need for more.</p> |
| Learning environment | | | | |
| All years | Premium Progress bus | £35,000 | <p>The Premium Progress bus will be the hub of support and intervention for premium progress across the school. It will be the Premium progress office and be divided in a Numeracy space for learning on the top floor and a literacy space for learning downstairs.</p> <p>The Feedback champions will work from here in the afternoons while the Literacy and Numeracy premium progress champions will teach small groups and 1:1 tuition in the morning.</p> | <p>Without the bus this year space available for delivering both small group numeracy and literacy intervention 3 days a week would have been limited to corridors and school library. Previous experience of teaching in these spaces, have shown that quality and concentration is affected by others walking past or lining up for lunch meaning that learning is not maximised.</p> <p>One TA has said <i>"Before the Bus...it was often tricky to find a space to work - quite frequently we had to move as the area was needed for other activities. So individual sessions were often disrupted, and, consequently, shortened. The Bus provides a warm, bright, communal space. Children know where they're going to work and enjoy coming to it."</i></p> <p>Please also see available Bus outcomes document 2015-16 for more information and detailed outcomes.</p> |

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| Total Pupil premium allocation | £234,220 |
| + Available Pupil Premium ring fenced capital | £134,221 |
| Total projected spend | £374,022 |

Looking Forward – Pupil Premium Expenditure 2016 - 2017

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|---|----------|
| Total Number of Pupils On Roll | 488 |
| Total Number of Pupils Eligible for Pupil Premium Grant | 172 |
| Pupil Premium Allocation | £227,040 |
| Date of most recent Pupil Premium Review | Jan 2016 |
| Date of next internal review | Jan 2017 |

| Nature of support 2015/16 | |
|--|-----|
| Focus on learning and the curriculum | 67% |
| Focus on social, emotional and behavioural | 12% |
| Focus on enrichment beyond the curriculum | 13% |
| Focus on families / community | 8% |

| Year Group | Item/Project | Cost | Objective | Outcome measure |
|---|---------------------------------------|--------|---|--|
| <p>Staffing for whole school impact</p> <p>Rationale: 'The most successful schools are thorough in their monitoring of every pupil and through in their knowledge of every child.' – (A practical Guide to the Pupil Premium). At Langney we believe that a dedicated lead member of staff will ensure we are able to achieve this aim. We also know from the EEF toolkit;</p> <p>From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching and Feedback has been shown to be the most effective way of making up to 9 months of additional progress per child.</p> | | | | |
| <p>Specific additional teaching staff – quality first teaching</p> <p>Rationale: According to 'A Guide to the Pupil Premium': 'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development.'</p> | | | | |
| All years | Pupil Premium Lead – Premium progress | £7,574 | <p>Leading the implementation of the Pupil Premium strategy for narrowing the gap, while monitoring and reporting on progress made.</p> <ul style="list-style-type: none"> - Addressing within school variance - Data Analysis - Raising staff awareness of the Pupil Premium - Addressing barriers for learning for PP children at the school - Ensuring Quality first teaching and Sharing best practice - Supporting effective use of data and gap analysis - Planning for and delivering Effective interventions - Providing targeted support / intervention for pupils to address underachievement - Increasing engagement of parents in learning | <p>Increased % of children working at or above age related expectations (Assessment Data)</p> <p>100% of children across the school make at least expected and an increase % beyond expected progress (Assessment Data)</p> <p>Increased percentage of good / outstanding teaching (Lesson observations)</p> <p>Consistent implementation of practice and expectations across school (Lesson observations / Monitoring file)</p> |

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| All years | Computing and digital technology | £46,963 | <ul style="list-style-type: none"> -Coaching teachers in the effective use of ICT / computing - To ensure ICT becomes an integral part of whole school learning – specifically in reading - Ensure that teachers use ICT to engage and motivate all pupils to learn - Ensure Langney is a flagship school at the forefront of new technologies | <p>Increased engagement of learning both in and out of school</p> <p>Greater impact demonstrated on progress and outcome sin reading whole school.</p> <p>Children across the school make at least expected progress (Assessment Data)</p> |
| All years (year 5 focus) | THRIVE practitioners | £10,000 | <p>Staff complete training in using THRIVE techniques and best practice for some of our most vulnerable learners.</p> <p>This best practise will also be shared across the school through PDM and staff training sessions</p> | <p>Increase emotional wellbeing that will be reflected in progress made, attendance and attitudes towards learning</p> <p>Increased % of pupils achieving a good level of development (Discussion, Observations and Assessment Data)</p> <p>Targeted children will make at least expected progress.</p> |
| <p>Support Staff – the wider team around the child</p> <p>Rationale: Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings. Early childhood providers need to reach out to families in order to build the kind of relationships that engage them as active partners early in their children's education (National Dropout Prevention Center/Network, 2003).</p> <p>This year we have reduced the amount of PP funding spent on INA's to promote independent learning for some of our PP children.</p> | | | | |
| All years | TA – learning support assistants | £41,404 | <p>Improving quality first teaching and targeted support through stretch and fix, or high quality feedback in the classroom:</p> <p>Assertive mentoring</p> <ul style="list-style-type: none"> – setting clear targets for pupils – having individual mentoring sessions with pupils to discuss their learning, provide quality feedback and develop clear, next steps for success – Engaging parents more fully in learning – Informing whole, small, group, one to one teaching based on detailed gap analysis | <p>Lessons and work scrutinies will show that feedback strategies are being used consistently and effectively across the school.</p> <p>All pupils provided feedback champions will make at least expected progress</p> |

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| | | | | and aiming to make beyond expected progress. To ensure an increased % achieve there ARE Increased parental engagement |
| All years | Pastoral and Behaviour support | £17,602 | Supporting children's learning and working alongside some of the schools most vulnerable children with complex emotional and family needs. Increasing attendance and reduction of behavior incidents in the behavior log. | Increased % of pupils achieving a good level of development (Discussion, Observations and Assessment Data) Targeted children will make at least expected progress. |
| All years | External family support and interventions | £17,602 | Supporting parents to overcome barriers to children's learning and Increasing engagement of parents in learning. Increasing attendance. Targeted family work, provision of family learning opportunities and focused work on improving attendance and punctuality. | Improved attendance (Attendance analysis) Reduction in the % of Persistent absences (Attendance Analysis) Children of targeted families make at least expected progress (Assessment Data) Increased attendance of parents at family learning sessions. |
| 3 | THRIVE and nurture Provision | £20,895 | Personalised learning in mathematics and literacy for our dual vulnerability pupils presenting SEN learning and behavioral difficulties arising from attachment disorders or low emotional resilience To remove barriers for learning and help these children make expected and beyond levels of progress | Increased % of pupils achieving a good level of development (Discussion, Observations and Assessment Data) |
| 2, 3 and 5 | Learning support and INA's | £4,000 | To provide individual support for our PP children with EHC plans Targeted support for children with SEN so children settle well and make good progress in class | Increased % of pupils achieving a good level of development (Discussion, Observations and Assessment Data) |

Enrichment experiences and extra curricular activities

Rationale: From EEF toolkit; Outdoor learning, sports and after school clubs consistently show positive benefits on

academic learning and wider outcomes such as self confidence. On average, children who take part in these activities make approximately three months additional progress per year.

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| All years | <p>After school club provision</p> <ul style="list-style-type: none"> - Rock school music and individual tuition - Razzle Dazzle Dance - Football clubs - Drama | £10,000 | <p>We are proud to provide 30 Free after school clubs every week, ranging from Street Dance to Chess, Craft club to astronomy, gardening to board games and rock school to mine craft</p> <p>These clubs have 497 spaces filled each week with 137 PP children attending. This represents 28% of the overall attendance.</p> | <p>Increased overall attendance of our PP children across a range of activities (attendance data)</p> <p>Increased self-confidence</p> <p>Greater independence</p> <p>Better team-working, collaborative skills Improved social skills</p> |
| | <p>School trips – year 6 residential and reward trips</p> <p>International tennis tournaments</p> <p>Sports fixtures</p> <p>Visiting museums and woodland numeracy project</p> | £10,000 | <p>Extending experiences and building confidence: so children can experience the best learning and so that we don't compromise on the excitement, potential and engagement of our children.</p> <p>Children offered residential places in a multi-activity centre.</p> <p>Reinforcing skills from the classroom in new environments to consolidate learning</p> <p>Provide enrichment experiences for those that may missed out</p> | <p>Raising aspirations and reinforcing life-long learning</p> <p>Increased self confidence</p> <p>Greater independence</p> <p>Better team-working, collaborative skills and Improved social skills</p> |
| 5 / 6 | Holiday club provision | £2,500 | <p>Maximising Learning time through out of school holiday provision.</p> <p>The EEF toolkit suggests that summers school can contribute towards 4 months additional progress per child.</p> <p>Development of Maths and English skills through gap analysis, addressing misconceptions and SATS revision</p> | <p>Increased attainment and progress in English and Maths at KS2 (assessment data)</p> |
| All years | Sunrise and sunset clubs | £0 | <p>Sunrise and sunset clubs provided early morning structured starts and ends to the day for children at Langney. Here they will receive a quality breakfast to provide their nutritional requirements at the start of a school day and is another way of building in routines for some of our vulnerable children.</p> | <p>Increased attendance of PP children</p> <p>Contribute to good progress and ability to concentrate being made by PP children as a quality, first meal of the day is provided.</p> |
| All years | Construction club | £0 | <p>Running every lunch time children who are experiencing difficulties mixing with other children on the play ground can be enrolled onto</p> | <p>Reduced number of behavior incidents occurring at lunch</p> |

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| | | | <p>construction club where activities including lego and craft are provided to ensure that behavior is managed and each child has the most enjoyable school experience possible every day</p> <p>Encourages mentoring with key adults for some of our most vulnerable children.</p> | <p>times.</p> <p>Increased self confidence and emotional resilience</p> <p>Greater independence</p> <p>Better team-working, collaborative skills and Improved social skills</p> |
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Transport and Travel

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| All years | School Minibus | £7,500 | Increase pupil access to out of school enrichment activities, clubs, venues and events such as archery, bowls, golf and arts participation. | <p>Increase % attendance of PP children in extra-curricular clubs</p> <p>Increased self-confidence</p> <p>Greater independence</p> <p>Better team-working, collaborative skills</p> <p>Improved social skills</p> |
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Professional fees and outside agencies

Rationale: Although we acknowledge that some of these costs can be high for a limited number of children at Langney we believe that the arts consistently show positive benefits on academic learning and wider outcomes such as self confidence. On average, children who take part in these activities make approximately three months additional progress per year.

Speech, language and dyslexia interventions for some of our dual vulnerability children enables us to build in foundation skills to underpin learning throughout their time at school.

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| All years | East Sussex Music service | £10,000 | <p>Whole class instrumental teaching with increased opportunities for PP children to gain the skills required for learning an instrument, mastery orientation, emotional resilience, perseverance etc</p> <p>And supplemented music tuition fees for those who excel or have a desire to progress</p> | <p>Increase emotional wellbeing that will be reflected in progress made, attendance and attitudes towards learning</p> <p>(Discussions, Observations and Assessment Data)</p> |
| EYFS and KS1 | Speech and Language Therapist support | £2,000 | <p>They will deliver professional support for teachers, TAs and model best practise.</p> <p>They will also support targeted children aimed at improving basic language skills, building vocabulary and social / emotional skills so children are more ready to learn</p> | <p>Increased % of pupils achieving a good level of development</p> <p>(Discussions, Observations and Assessment Data)</p> |
| All years | Dyslexia Specialist teaching | £9,000 | Specialist trained support for dyslexic pupils and those at risk of dyslexia. | By removing barriers to learning |

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| | | | The teacher will be able to deliver a personalised programme of support alongside screening tests | targeted children will demonstrate rapid and beyond expected progress in all areas of attainment (assessment data) |
| Agency Staff – contingency to maintain quality first teaching Rationale: According to 'A Guide to the Pupil Premium': 'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development.' | | | | |
| All years / KS1 | Supply costs | £0 | We are hoping to have no supply costs this year but will keep as the importance of maintaining quality first teaching cannot be underestimated for our disadvantaged children | Increased percentage of good / outstanding teaching (Lesson observations) |
| Staff Training Rationale: From EEF toolkit; On average, children who use meta-cognitive strategies and receive highly effective feedback can make approximately nine months additional progress per year. | | | | |
| All years | Reading comprehension, vocabulary and word aware | £1,000 | <p>Training of staff will ensure best practise is standardised across the school for both teachers and support staff alike.</p> <p>The Sutton trust highlights the positive effects of feedback and metacognitive strategies that we will continue to implement and improve this year specifically focused on reading and SPAG.</p> <p>Improving feedback: Support for teaching and support staff to develop skills in AFL: Improving feedback (written and oral) Development of steps to success.</p> | <p>Quality reading is taking place and children's comprehension and retelling demonstrating greater depth will increase in their books (book scrutinies and observation)</p> <p>Lessons and work scrutinies show that AFL strategies are being used consistently and effectively across the school.</p> |
| ICT learning resources Rationale: We know from the EEF toolkit; On average, the effective use of ICT and digital technology can make approximately four months additional progress per year. This led us to ensure ICT becomes an integral part of the school curriculum. | | | | |
| | No expected expenditure this year | £0 | <p>Whole class tablets provided for every child in year 5 and 6</p> <p>The use of google drive accounts for all children to encourage home learning and parental engagement (particularly beneficial for 'distant dads')</p> <p>Computer programming courses run in school and as part of extra curricular clubs</p> <p>School website developed to engage parents and provided strong home school links</p> | <p>Increased engagement of learning both in and out of school</p> <p>Greater impact demonstrated on progress and outcome sin reading whole school.</p> <p>Children across the</p> |

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| | | | | school make at least expected progress (Assessment Data) |
| Curriculum resources | | | | |
| Rationale: From EEF toolkit; On average, children who take part in Phonics and peer tutoring can make approximately three to five months additional progress per year. | | | | |
| All years | Reading comprehension | £4,000 | Resources for whole school teaching of reading comprehension | <p>Increased % of pupils achieving greater depth and ARE for reading across the school</p> <p>Increase % of children making at least expected levels of progress in reading</p> |
| All years | VGP | £4,000 | Resources for whole school teaching of SPAG | <p>Improved confidence and attitudes to SPAG</p> <p>Improved attainment in SPAG levels across the school and word count in spelling (assessment data)</p> |
| All years | Entrepreneurial staff initiatives | £1,000 | <p>Provides a budget that staff can apply for funds to run their own entrepreneurial plans for impacting children's learning experiences at Langney and promote rapid gains in progress to ensure all children reach there are.</p> <p>Examples so far include, reading projects earning points towards books, EYFS and creche additional provision, peer tutoring amongst KS2 and KS1 targeted groups and peer support in reading and spelling.</p> | <p>All will aim at promoting rapid progress for specific target groups evident from PPMs and tracking analysis. (assessment data)</p> <p>Encourage staff to take ownership of their project and the outcome measures agreed from their funding application</p> |
| Total Pupil premium allocation | | | £227,040 | |
| + Available Pupil Premium ring fenced capital | | | £0 | |
| Total projected spend | | | £227,040 | |