

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 2015/16 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>

OUR SCHOOL

Langney is a large two and three form entry school with 469 children on roll in the 'Sunshine Coast' of Eastbourne. We have a nursery attached to the school, which has an additional 44 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 39%, 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 increase the percentage of outstanding teaching across the school, and provide specific feedback, literacy and numeracy champions for our PP children using the designated learning environment we will have available on our custom built bus. We want to raise our numeracy attainment in line with other whole school improvements and ensure that beyond expected progress leads to numeracy across the school achieving national standards. Our 2015 results indicated a significant gap in reading and was the only attainment measure to fall from the previous year. Our reading champion will be available to both enthuse and accelerate children's reading skills.

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.

We will spend more of our available grant this year on family support and the community as we have identified the need for parental engagement in learning. To address some of the more complex needs around our children we now have a 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 sue to 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 2014 - 2015

Total Number of Pupils On Roll	469
Total Number of Pupils Eligible for Pupil Premium Grant	182
Pupil Premium Allocation	£236,600

Nature of support 2014/15	
Focus on learning and the curriculum	70%
Focus on social, emotional and behavioural	15%
Focus on enrichment beyond the curriculum	13%
Focus on families / community	2%

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	£12,500	Leading the implementation of the Pupil Premium strategy for narrowing the gap, while monitoring and reporting on progress made. - Addressing within school variance - Data Analysis	Impact on progress from tracking 4 to tracking 6 has seen a change from Tracking 4

			<ul style="list-style-type: none"> - 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 - Ensuring effectiveness of support staff working as part of the premium progress team -Increasing engagement of parents in learning 	<table border="1"> <thead> <tr> <th></th> <th>READING PROGRESS</th> <th>PP READING PROGRESS</th> <th>GAP</th> <th>WRITING PROGRESS</th> <th>PP WRITING PROGRESS</th> <th>GAP</th> <th>PP MATHS PROGRESS</th> <th>PP MATHS PROGRESS</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Year 1(ALL)</td> <td>5.47</td> <td>4.75</td> <td>-0.72</td> <td>6.22</td> <td>5.38</td> <td>-0.84</td> <td>6.67</td> <td>5.71</td> <td>-0.96</td> </tr> <tr> <td>Year 2(ALL)</td> <td>3.31</td> <td>3.52</td> <td>0.21</td> <td>3.15</td> <td>3.13</td> <td>-0.02</td> <td>3.36</td> <td>3.61</td> <td>0.25</td> </tr> <tr> <td>Year 3(ALL)</td> <td>1.83</td> <td>1.57</td> <td>-0.26</td> <td>2.19</td> <td>1.96</td> <td>-0.23</td> <td>-0.27</td> <td>-0.61</td> <td>-0.34</td> </tr> <tr> <td>Year 4(ALL)</td> <td>2.81</td> <td>2.59</td> <td>-0.22</td> <td>2.84</td> <td>2.89</td> <td>0.05</td> <td>0.66</td> <td>1.04</td> <td>0.38</td> </tr> <tr> <td>Year 5(ALL)</td> <td>1.27</td> <td>1.13</td> <td>-0.14</td> <td>2</td> <td>2.00</td> <td>0</td> <td>-0.62</td> <td>-0.61</td> <td>0.01</td> </tr> <tr> <td>Year 6(ALL)</td> <td>1.34</td> <td>1.16</td> <td>-0.18</td> <td>2.75</td> <td>3.03</td> <td>0.28</td> <td>0.82</td> <td>0.77</td> <td>-0.05</td> </tr> </tbody> </table> <p>Tracking 6</p> <table border="1"> <thead> <tr> <th></th> <th>ALL READING PROGRESS</th> <th>NON PP READING PROGRESS</th> <th>PP READING PROGRESS</th> <th>GAP</th> <th>ALL WRITING PROGRESS</th> <th>NON PP WRITING PROGRESS</th> <th>PP WRITING PROGRESS</th> <th>GAP</th> <th>ALL MATHS PROGRESS</th> <th>NON PP MATHS PROGRESS</th> <th>PP MATHS PROGRESS</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Year 1(ALL)</td> <td>7.87</td> <td>8.16</td> <td>7.04</td> <td>-1.12</td> <td>7.66</td> <td>8.1</td> <td>6.42</td> <td>-1.68</td> <td>8.63</td> <td>8.91</td> <td>7.83</td> <td>-1.08</td> </tr> <tr> <td>Year 2(ALL)</td> <td>6.53</td> <td>6.39</td> <td>6.74</td> <td>0.35</td> <td>5.49</td> <td>5.19</td> <td>5.96</td> <td>0.77</td> <td>6.24</td> <td>5.97</td> <td>6.65</td> <td>0.68</td> </tr> <tr> <td>Year 3(ALL)</td> <td>2.98</td> <td>3.06</td> <td>2.87</td> <td>-0.19</td> <td>3.05</td> <td>3.31</td> <td>2.65</td> <td>-0.66</td> <td>1.93</td> <td>1.94</td> <td>1.91</td> <td>-0.04</td> </tr> <tr> <td>Year 4(ALL)</td> <td>4.44</td> <td>4.49</td> <td>4.37</td> <td>-0.12</td> <td>4.06</td> <td>4</td> <td>4.15</td> <td>0.15</td> <td>2.34</td> <td>1.95</td> <td>2.89</td> <td>0.94</td> </tr> <tr> <td>Year 5(ALL)</td> <td>3.6</td> <td>4</td> <td>3.04</td> <td>-0.96</td> <td>3.2</td> <td>3.13</td> <td>3.3</td> <td>0.17</td> <td>1.96</td> <td>2.06</td> <td>1.83</td> <td>-0.23</td> </tr> <tr> <td>Year 6(ALL)</td> <td>3.08</td> <td>3.13</td> <td>3.03</td> <td>-0.1</td> <td>4.49</td> <td>4.2</td> <td>4.77</td> <td>0.57</td> <td>2.98</td> <td>3.13</td> <td>2.84</td> <td>-0.29</td> </tr> </tbody> </table> <p>Year 6 Maths intervention KS2 SATS results for focus group Lilac Sky SATS busters : from 0% to 87% achieving level 4</p> <table border="1"> <thead> <tr> <th>Pre intervention</th> <th>Post intervention</th> </tr> </thead> <tbody> <tr> <td>3a = 69%</td> <td>4a = 6%</td> </tr> <tr> <td>3b = 21%</td> <td>4c = 81%</td> </tr> <tr> <td></td> <td>3a = 13%</td> </tr> </tbody> </table>		READING PROGRESS	PP READING PROGRESS	GAP	WRITING PROGRESS	PP WRITING PROGRESS	GAP	PP MATHS PROGRESS	PP MATHS PROGRESS	GAP	Year 1(ALL)	5.47	4.75	-0.72	6.22	5.38	-0.84	6.67	5.71	-0.96	Year 2(ALL)	3.31	3.52	0.21	3.15	3.13	-0.02	3.36	3.61	0.25	Year 3(ALL)	1.83	1.57	-0.26	2.19	1.96	-0.23	-0.27	-0.61	-0.34	Year 4(ALL)	2.81	2.59	-0.22	2.84	2.89	0.05	0.66	1.04	0.38	Year 5(ALL)	1.27	1.13	-0.14	2	2.00	0	-0.62	-0.61	0.01	Year 6(ALL)	1.34	1.16	-0.18	2.75	3.03	0.28	0.82	0.77	-0.05		ALL READING PROGRESS	NON PP READING PROGRESS	PP READING PROGRESS	GAP	ALL WRITING PROGRESS	NON PP WRITING PROGRESS	PP WRITING PROGRESS	GAP	ALL MATHS PROGRESS	NON PP MATHS PROGRESS	PP MATHS PROGRESS	GAP	Year 1(ALL)	7.87	8.16	7.04	-1.12	7.66	8.1	6.42	-1.68	8.63	8.91	7.83	-1.08	Year 2(ALL)	6.53	6.39	6.74	0.35	5.49	5.19	5.96	0.77	6.24	5.97	6.65	0.68	Year 3(ALL)	2.98	3.06	2.87	-0.19	3.05	3.31	2.65	-0.66	1.93	1.94	1.91	-0.04	Year 4(ALL)	4.44	4.49	4.37	-0.12	4.06	4	4.15	0.15	2.34	1.95	2.89	0.94	Year 5(ALL)	3.6	4	3.04	-0.96	3.2	3.13	3.3	0.17	1.96	2.06	1.83	-0.23	Year 6(ALL)	3.08	3.13	3.03	-0.1	4.49	4.2	4.77	0.57	2.98	3.13	2.84	-0.29	Pre intervention	Post intervention	3a = 69%	4a = 6%	3b = 21%	4c = 81%		3a = 13%
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All years	Computing lead 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>Flagship ICT school ICT curriculum ICT progress – year 5 focus with tablets - data Promote positive attitudes and creative approaches towards learning – student survey, engagement, experiences etc</p>																																																																																																																																																																									
<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.'</p>																																																																																																																																																																													
Year 6	Additional staffing for year 6	£9,796	<ul style="list-style-type: none"> - Personalised support for children at all levels to address misconceptions and/or identify next steps in learning. - Tutoring is additional to high quality whole-class teaching. - Strong links are evident between the learning in class and content of tuition sessions. - Using robust evidence to identify appropriate pupils, will ensure rapid gains are made in progress 	<p>Year 6 class attainment and progress:</p> <p>Reading Attainment 4+ = 71% down from 81% in 2014 with an in school gap of -19%</p> <p>Writing Attainment 4+ = 87% up from 78% in 2014 with an in school gap of -13%</p> <p>Maths attainment 4+ = 74% up from 69% in 2014 with an in school gap of -23%</p> <p>Attainment has improved in both Writing and Maths since 2014 contributing to an increase in our RWM combined at level 4+. However Reading is now a</p>																																																																																																																																																																									

				<p>whole school focus to ensure that every area of study is contributing towards improving PP data.</p> <p>Reading Expected Progress is 58% up from 25% with school gap of +5%</p> <p>Writing Expected Progress is 84% up from 81% with school gap of +7%</p> <p>Maths Expected Progress is 48% up from 31% with school gap of -12%</p> <p>In year Progress has improved in all 3 areas but although Writing is almost at national expectation we still require further improvements in Reading and Maths</p> <p>Year 6 interventions:</p> <p>Writing Level 3-4 3 pupils all made progress 33% = 2 sub LoP 66% = 1 sub LoP</p> <p>Reading Level 3-4 9 pupils all made progress 33% = 3 sub LoP 44% = 2 sub LoP 22% = 1 sub LoP (this looks higher than the measure of progress above because many dropped significantly from their year 5 final assessment to their start of year 6 tracking, and this impact only measures against pre and post intervention level)</p> <p>Maths level 3-4 9 pupils 5 made progress 11% = 3 sub LoP 44% = 1 sub LoP 44% no evident progress</p> <p>level 4-5 7 pupils 3 made progress 14% = 2 sub LoP 28% = 1 sub LoP 58% no evident progress</p> <p>SpaG 7 pupils all improved 14% = up by 8 14% = up by 6 14% = up by 3 48% = up by 2</p>
Year 3	Additional staffing in year 3	£3,073	<ul style="list-style-type: none"> - Personalised support for children at all levels to address misconceptions and/or identify next steps in learning. - Tutoring is additional to high quality whole-class teaching. - Strong links are evident between the learning in class and content of tuition sessions. - Using robust evidence to identify appropriate pupils, will ensure rapid gains are made in progress 	<p>Year 3 attainment data</p> <p>Reading 78% achieving their ARE with a gap narrowed to -2%</p> <p>Writing 87% achieving their ARE with a gap now at 2% higher than non PP children</p> <p>Maths 78% achieving their ARE with a gap narrowed to -4%</p> <p>This shows the impact of additional staffing in year 3 and we will continue with additional staffing for this important transition year from KS1 into KS2. Attainment is improving but we must now ensure that expected progress is made for year 3 children too. Especially in Maths</p> <p>Progress data</p> <p>Reading =65% making expected progress with an in school gap of +13%</p> <p>Writing =61% making expected progress with an in school gap of - 21%</p> <p>Maths =17% making expected progress with an in school gap of -5%</p>
Year 1	Additional	£3,797	- Personalised support for children	Year 1 attainment data

staffing in year 1			<p>at all levels to address misconceptions and/or identify next steps in learning.</p> <ul style="list-style-type: none"> - Tutoring is additional to high quality whole-class teaching. - Strong links are evident between the learning in class and content of tuition sessions. - Using robust evidence to identify appropriate pupils, will ensure rapid gains are made in progress 	<p>Reading 46% achieving their ARE with a gap maintained at -24%</p> <p>Writing 46% achieving their ARE with a gap increased by 16% at -29%</p> <p>Maths 54% achieving their ARE with a gap increased by 2% at -28%</p> <p>While attainment data remains below national expectations outstanding progress is being made for our PP children. This demonstrates the impact of essential additional money being spent to fill any skill gaps identified in early years.</p> <p>Progress data 100% of PP pupils are making expected progress in Reading, Writing and Maths</p> <p>Year 1 interventions Daily Reading 4 pupils 3 made progress 75% = 1 sub LoP 25% = no evident progress</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. 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).

Years 1-6	Wave 2 Class Interventions	£43,893	<ul style="list-style-type: none"> - Each child is tracked rigorously and interventions are put in place in order to close any gaps. - Children not making expected progress and / or not work at age-related expectations are appropriately identified. - Although the majority of needs are addressed through quality wave 1 provision, short personalised interventions are put into place for pupils vulnerable to continued underachievement. - Interventions are based on personalised needs of individual pupils. - Impact of interventions are carefully evaluated to ensure good value for money. <p>Year 1 – x1 TA afternoons Year 2 – x1 TA afternoons Year 3 – x1 TA afternoons Year 4 – x 2 TAs afternoons Year 5 – x1 TA afternoons Year 6 – x1 TA afternoons</p>	<p>Year 1: Daily Reading 9 pupils all made progress 44% = 3 sub LoP 22% = 2 sub LoP 33% = 1 sub LoP Sami Cairns, Phonics 7 pupils all made progress 29% = 4 sub LoP 71% = 3 sub LoP Maths plus 1 4 pupils all made progress 25% = 5 sub LoP 75% = 4 sub LoP Jump ahead Maths 2 pupils both made progress 100% = 4 sub LoP</p> <p>Year 2: Maths Numicon 7 pupils all made progress 43% = 2 sub LoP 57% = 1 sub LoP Maths plus 1 7 Pupils all made progress 43% = 2 sub LoP 57% = 1 sub LoP Daily Reader 6 pupils all made progress 68% = 2 sub LoP 32% = 1 sub LoP Toe by Toe 3 pupils all made progress 33% = 2 sub LoP 67% = 1 sub LoP</p> <p>Year 3: Daily Reading 7 pupils 4 made progress 56% = 1 sub LoP 44% = no evident progress Phonics Toe by Toe 2 pupils both made progress 100% = 1 sub LoP Guided Reading 2 pupils 1 made progress 50% = 1 sub LoP 50% = no evident progress</p>
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				<p>123 ICT Maths program 1 pupil made 1 sub LoP</p> <p>Year 4: Daily Maths 6 pupils 4 made progress- 67% = 1 sub LoP 33% = no evident progress Daily Reading 8 pupils 6 made progress - 25% - 2 sub LoP 50% = 1 sub LoP 25% = no evident progress Power of 2 2 pupils no evident progress And Plus 1 1 pupil made 1 sub LoP progress</p> <p>Year 5: Writing 11 pupils 8 made progress 18% = 2 sub LoP 55% = 1 sub LoP 27% = no evident progress Daily Reading 9 pupils 3 made progress 33% = 1 sub LoP 67% = no evident progress Toe by Toe Reading 1 pupil no evident progress Phonics Unit of Sound 3 pupils 1 made progress 33% = 1 sub LoP 66% = no evident progress Maths 14 pupils 1 made progress 7% = 1 sub LoP 57% = no evident progress 36% = negative progress</p> <p>Year 6: Reading and Spelling units of sound 5 pupils 4 made progress 20% = 3 sub LoP 40% = 2 sub LoP 20% = 1 sub LoP 20% = no evident progress Reading level 4-5 5 pupils 4 made progress 80% = 1 sub LoP 20% = no evident progress Maths level 3-4 9 pupils 5 made progress 11% = 3 sub LoP 44% = 1 sub LoP 44% no evident progress</p>
All years	Family Support Key work	£5,114	Family Key work service	<p>Key workers work with PP child 1 year 4 attendance = 96% Reading 3B 2 sub LoP Writing 3B 2 sub LoP Maths 2A gone backwards 1 sub LoP PP child 2 year 3 attendance = 93% Reading 3c 2 sub LoP Writing 2a 1 sub LoP Maths 2A 1 sub LoP PP child 3 year 4 attendance = 98% Reading 3A 2 sub LoP Writing 3B 1 sub LoP Maths 3C no evident progress</p> <p>We have seen expected progress in Reading and Writing but need to ensure that progress is being made in Maths for our children supported by family support workers.</p>

3	Nurture Provision	£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>Nurture in Year 6 Teacher assessments – PP and LAC child 1– Reading 2b – 3c 2 sub LoP; Writing 2b – 3b 3 sub LoP, Maths 2a-3c 1 sub LoP PP and SEN child 2 - Reading 2b – 3c 2 sub LoP; Writing 1a – 2a 3 sub LoP, Maths 2b-3c 2 sub LoP PP and SEN child 3 - Reading 2a – 3b 2 sub LoP; Writing 3c – 4c 3 sub LoP, Maths 2a-3c 1 sub LoP PP and SEN child 4 Reading – 2a – 3c 1 sub LoP; Writing – 3c – 4c 3 sub LoP; Maths -3a – 3a no evident progress PP and SEN child 5 Reading – 2a – 3c 1 sub LoP; Writing – 2a-3b 2 sub LoP; Maths -3c-3b 1 sub LoP Alongside specific targeted nurture intervention during assembly times. Literacy 3 pupils all made progress- 33% = 2 sub LoP 66% = 1 sub LoP Maths 6 pupils 3 made progress 50% = 2 sub LoP 50% = no evident progress</p> <p>One PP child in nurture class said, <i>"My writing levels have gone through the roof since being in the Nurture group because Mrs Thompson made sure I wrote everyday and helped me not to get distracted. I can now join up perfectly and my handwriting is neater, before it was all over the shop. I can't believe how much confidence I have now, I put my hand up for every question in class. I read more at home now because reading in Nurture Group has moved me from Orange to Purple level and I enjoy it so much. Nurture Group has been the biggest help throughout the year, without it I don't think I would have been confident to take part in the SATS. I feel I have achieved in my reading, writing, maths and self confidence and they have all gone through the roof. I feel more ready for secondary school than I have ever done before; I am proud of myself for smashing my goals. Thank you for my experience I should have been paying solid gold for this; thank you."</i></p>
1, 2 and 4	Learning support and INA's	£19,608	<p>To provide individual support for 3 statemented PP children children with SEN so children settle well and make good progress</p>	<p>Year 1 PP child, Reading 1B – 3 sub LoP; Writing 1C- 2 sub LoP; Maths 1A - 3 sub LoP Year 2 PP and LAC child, Reading 1C – 1 sub LoP; Writing 1C - 3 sub LoP; Maths 1B - 2 sub LoP Year 4 PP child, Reading 3C – 2 sub LoP Writing 2B - 1 sub LoP; Maths 2B – 1 sub LoP</p>
All years	More able provision in both literacy and numeracy	£31,224	<p>Delivery of higher learning sessions, taking identified our most able individuals / groups to ensure maximum challenge and extended learning is provided</p> <p>This intervention will be jointly delivered by our Assistant head teacher responsible for most able provision and one of our classroom based TAs</p>	<p>14 different PP children received more able Targeted support for interventions this year. Reading has been the most successful area of intervention for our most able and specifically in Year 2. Math interventions and those in year 5 have been the least successful.</p> <p>Writing 3 sub LoP = 14% 2 sub LoP = 58% 1 sub LoP = 28% Reading 4 sub LoP = 14% 3 sub LoP = 44%</p>

				<p>1 sub LoP = 28%</p> <p>No evident progress = 14%</p> <p>Maths</p> <p>4 sub LoP = 9%</p> <p>3 sub LoP = 9%</p> <p>2 sub LoP = 27%</p> <p>1 sub LoP = 37%</p> <p>No evident progress = 18%</p> <p>Year 2</p> <p>4 sub LoP = 22%</p> <p>3 sub LoP = 45%</p> <p>2 sub LoP = 11%</p> <p>1 sub LoP = 22%</p> <p>Year 3</p> <p>2 sub LoP = 50%</p> <p>1 sub LoP = 50%</p> <p>Year 4</p> <p>3 sub LoP = 17%</p> <p>2 sub LoP = 66%</p> <p>1 sub LoP = 17%</p> <p>Year 5</p> <p>2 sub LoP = 12%</p> <p>1 sub LoP = 50%</p> <p>No evident progress = 38%</p>
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Staff Training

Rationale: From EEF toolkit; On average, children who use meta-cognitive strategies can make approximately nine months additional progress per year.

All years	Meta cognition	£500	<p>Training for staff to ensure that Metacognitive strategies are implemented across the school. These include SIRS and steps to success to promote self-regulation and children's awareness of their own learning</p>	<p>Quality feedback and children's written responses demonstrating meta cognition will increase in their books (book scrutinise and observation)</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 with our feedback champion working from the bus in the afternoons.</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.

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 progress made, attendance and attitudes towards learning</p> <p>Music</p>
EYFS and KS1	Speech and Language Therapist support	£12,000	<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</p>	<p>Speech and Language assessments</p> <p>Child 1 Year 1</p> <p>Reading = 2 sub LoP achieving 1C, these had been P5 at the start of the year</p> <p>Writing = 2 sub LoP achieving 1C, these had been 1A at the start of the year</p>

			language skills, building vocabulary and social / emotional skills so children are more ready to learn	<p>Child 2 Reception – Autumn Speaking 30-50, Summer Speaking 30-50. EYFS Grade = 1</p> <p>Child 3 Reception - Autumn Speaking 30-50, Summer Speaking 2. EYFS Grade = 2</p> <p>Child 4 Year 4 Reading = 2 sub LoP achieving 2B, these had been P5 at the start of the year Writing = 2 sub LoP achieving 2B, these had been 1A at the start of the year</p>
All years	Dyslexia Specialist teaching	£7,518	Specialist trained support for dyslexic pupils and those at risk of dyslexia. The teacher will be able to deliver a personalised programme of support alongside screening tests	Member of staff has been off since Dec 2014 (4 of the 10 she works with are PP) Child 1 year 4 Reading and Writing 2b = 2 sub LoP Child 2 year 5 Reading 2a no evident progress and Writing 3C 1 sub LoP Child 3 year 1 Reading and Writing 1a = 3 sub LoP Child 4 year 2 Reading 2c 3 sub LoP and Writing 1a 2 sub LoP
Year 5 / 6	Lilac Sky SATS busters and targeted Math's intervention		Specialist math's tuition for year 6 pre SATs focused on those level 3/4 borderline children in both classes over a 4 week period Then continuing this highly effective strategy with current borderline PP year 5's before they enter year 6	Lilac Sky SATS busters : from 0% to 87% achieving level 4 Pre intervention 3a = 69% 3b = 21% Post intervention 4a = 6% 4c = 81% 3a = 13%

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 resources	£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 Using 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	Phonics has been a very successful intervention and will continue to be implemented next year. Year 3 Phonics 2 pupils both made progress 100% = 1 sub LoP Year 5 Phonics 3 pupils 1 made progress 33% = 1 sub LoP 66% = no evident progress Year 6 Phonics units of sound 5 pupils 4 made progress 20% = 3 sub LoP 40% = 2 sub LoP 20% = 1 sub LoP 20% = no evident progress Early years Phonics Year 1 progress 7 pupils all made progress 29% = 4 sub LoP 71% = 3 sub LoP
3 / 4	Guided reading books Flash cards - Foam letters	£4,000	Extending resources: Providing reading resources for wave 2 class interventions and encourage reading skills across the school, and encourage a reading for pleasure	Reading Attainment Age related expectation for PP children are as follows Year 1 = 46% gap has maintained at -24% Year 2 = 56% gap has narrowed from -40% to -20% Year 3 = 79% gap has increased from +2% to 0% Year 4 = 79% gap has narrowed from -15% to -7% Year 5 = 77% gap has narrowed from -11% to -5% Year 6 = 77% gap has narrowed from -16% to -13%
2	Toe by Toe Daily reading	£1,000		

				<p>Reading progress TA interventions = 37 pupils 24 made progress 3% = 3 sub LoP 22% = 2 sub LoP 41% = 1 sub LoP 34% = no evident progress</p> <p>Year 3 toe by toe 2 pupils both made progress 100% = 1 sub LoP</p> <p>6 pupils 5 made progress 17% = 2 sub LoP 67% = 1 sub LoP 16% no evident progress</p> <p>Through PP funding we will be employing a reading champion promoting reading for pleasure whole school next year.</p>
1 / 2	Plus 1 and Jump ahead Numeracy intervention	£400	Extending resources: Providing maths resources for the wave 2 class intervention TAs to use for encouraging numeracy skills across the school.	<p>Maths plus 1 8 Pupils all made progress 38% = 2 sub LoP 62% = 1 sub LoP</p> <p>Year 1 Maths plus 1 4 pupils all made progress 25% = 5 sub LoP 75% = 4 sub LoP</p> <p>Year 1 Jump ahead Maths 2 pupils both made progress 100% = 4 sub LoP</p> <p>There has been improved attainment in numeracy levels across the school, ultimately seen in our KS2 results with an increase of 5% from 69% to 74% achieving level 4.</p>
1-6	Music Service - Instruments	£1,800	Providing resources: Providing instruments for lessons so that all children have the opportunity to learn an instrument	Increased emotional well being has been reflected in progress made, attendance and attitudes towards learning

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	After school club provision	£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 Rock school music and individual tuition, Razzle Dazzle Dance And Albion in the community</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>Autumn term Infant footy 5/38 = 13% KS2 footy 10/35 = 29%</p> <p>Summer term Infant footy 5/30 = 17% increased by 4% KS2 footy 14/42 = 33% increased by 4%</p> <p>Increase in number of PP pupils attending Autumn term cheerleading 3/20 = 15% Summer term cheerleading 5/20 = 25% up 10% Autumn term hula hooping 5/20 = 25% Summer term hula hooping 7/20 = 35% up 10% Autumn term street dance 8/16 = 50% Summer term street dance 8/17 = 47% down 3%</p>
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Transport and Travel

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	School Minibus	£15,000	Purchase of our own personal school minibus to increase pupil access to out of school enrichment activities, clubs, venues and events	<p>Increase % attendance of PP children in extra-curricular clubs as seen above.</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>
Year 6	Year 6 residential	£180	Coach provision for year 6 residential trip	<p>31 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>

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.

5	Tablets for year 5	£8,000	For Children in year 5 to have access to tablets aimed at improving learning opportunities.	<p>Please see attached Governors report about the use of tablets in year 5 Showing an Increased % of pupils achieving a good level of development (assessment data and Governors report) The 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 workplace as the business world continues to use technology in different ways."</i></p> <p>Alongside an increased engagement and enthusiasm for learning from the use of ICT</p>
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Total Pupil premium allocation	£236,600
+ Available Pupil Premium ring fenced capital	£83,539
Total actual spend	£268,261

2014-15 Data Analysis

KS2 Rolling Pupil Premium trend data

4+ %PP data	2013	Average	2014	Average	2015	Average Trend
Reading	69	75	81	76	71	+1
Writing	59	68	78	82	87	+14
Maths	55	62	69	71	74	+9
SPAG	41	52	64	59	55	+7
RWM	34	50	67	66	65	+16

KS2 Whole school rolling trend data

4+ % data	2013	Average	2014	Average	2015	Average Trend
Reading	72	76	81	80	80	+4
Writing	69	75	81	87	93	+12
Maths	59	69	79	82	85	+13
SPAG	49	57	66	67	69	+10
RWM	44	57	71	74	77	+17

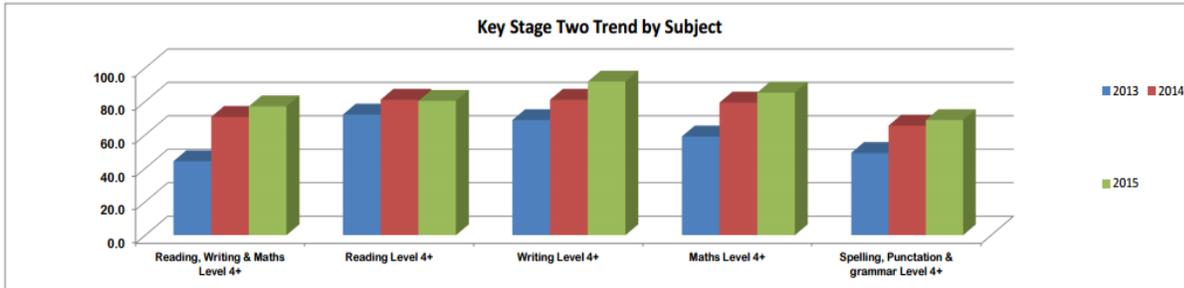
Year 6 SATS data 2015

	Reading 4+ 89%	Writing 4+ 85%	Maths 4+ 86%	SPAG 4+ 76%	RWM 4+ 79%
All children	49/61 80%	57/61 93%	52/61 85%	42/61 69%	47/61 77%
All children - SEN	43/47 91%	47/47 100%	29/30 97%	25/30 83%	43/47 91%
Non PP	27/30 90%	30/30 100%	29/30 97%	25/30 83%	27/30 90%
PP	22/31 71%	27/31 87%	23/31 74%	17/30 55%	20/31 65%
GAP	-19%	-13%	-23%	-28%	-25%

Key Stage Two: Percentage achieving Level 4+ and Level 5+

	2013						2014						2015						L4+ 2015 Above or Below 2014
	% Achieving L4+			% Achieving L5+			% Achieving L4+			% Achieving L5+			% Achieving L4+			% Achieving L5+			
	School	East Sussex	National																
Reading	72.1	85.6	86	24.6	45.8	45	81.0	88.2	89	32.8	49.1	50	80.3	89.1	89.0	29.5	46.8	48.1	↓
Writing	68.9	81.4	84	24.6	27.1	30	81.0	85.0	86	36.2	32.4	33	91.8	88.3	86.5	34.4	36.5	35.7	↑
Mathematics	59.0	81.9	85	13.1	35.4	41	79.3	84.7	86	29.3	37.1	42	85.2	86.0	86.9	29.5	36.5	41.4	↑
Reading, Writing & Mathematics	44.3	71.7	76	8.2	18.1	21	70.7	77.7	79	20.7	21.3	24	77.0	79.7	79.8	13.1	22.0	23.9	↑
Spelling, Punctuation & Grammar	49.2	70.1	74	24.6	42.9	48	65.5	73.9	77	36.2	48.9	52	68.9	76.1	80.0	42.6	49.1	55.5	↑
Year 6 Cohort size	61	4797					58	4926					61	5015					

Key:
 School's Level 4+ Outcomes
 School's Level 5 Outcomes



Whole school progress data

	ALL READING PROGRESS	NON PP READING PROGRESS	PP READING PROGRESS	GAP	ALL WRITING PROGRESS	NON PP WRITING PROGRESS	PP WRITING PROGRESS	GAP	ALL MATHS PROGRESS	NON PP MATHS PROGRESS	PP MATHS PROGRESS	GAP
Year 1	7.87	8.16	7.04	-1.12	7.66	8.1	6.42	-1.68	8.63	8.91	7.83	-1.08
Year 2	6.53	6.39	6.74	+0.35	5.49	5.19	5.96	+0.77	6.24	5.97	6.65	+0.68
Year 3	2.98	3.06	2.87	-0.19	3.05	3.31	2.65	-0.66	1.93	1.94	1.91	-0.04
Year 4	4.44	4.49	4.37	-0.12	4.06	4.00	4.15	+0.15	2.34	1.95	2.89	+0.94
Year 5	3.60	4.00	3.04	-0.96	3.20	3.13	3.30	+0.17	1.96	2.06	1.83	-0.23
Year 6	3.08	3.13	3.03	-0.10	4.49	4.20	4.77	+0.57	2.98	3.13	2.84	-0.29

Please also see attached appendix for other indicators of whole school progress and attainment:

Appendix 1: Final whole school data summary, showing in school Gaps for all years progress and attainment

Appendix 2: Impact of funding on whole school attainment and narrowing on in year Gaps

Appendix 3: Gap analysis vs County data

Looking Forward – 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

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 the Pupil Premium <p>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>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>
All years	Computing lead 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>Increased engagement of learning both in and out of school</p> <p>Children across the school make 2 sub levels+ progress (Assessment Data)</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.'

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.	Increased confidence through student voice Increased attainment (tracking data for ARE) Specifically targeting % of level 5+
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 children across the school.	Increased confidence through student voice Increased attainment (tracking data for ARE) Specifically targeting progress of Girls

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.

Year 6	Feedback champions	£12,689	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	Lessons and work scrutinies will show that feedback strategies are being used consistently and effectively across the school. All pupils provided feedback champions will make at least expected progress and aiming to make beyond expected progress. To ensure an increased % achieve there ARE Increased parental engagement
Year 5	Feedback champion	£6,668		
Year 4	Feedback champion	£6,020		
Year 2	Feedback champions	£12,618		
1/2	Reading champion	£12,183	Support on a one-to-one basis, to provide pupils with their full attention and support to: - improve reading level - increase overall confidence	Improved confidence and attitudes to reading Improved attainment

			- inspire a lifelong love of reading	in reading (assessment data)
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 2 sublevels+ progress (Assessment Data) Increased attendance of parents at family learning sessions.
3	Nurture Provision	£20,895	Personalised learning in mathematics and literacy for our dual vulnerability pupils presenting SEN learning difficulties 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 3 statemented PP children Targeted support for children with SEN so children settle well and make good progress	Increased % of pupils achieving a good level of development (Discussion, Observations and 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	£4,800	Supply costs are available to ensure that Quality first teaching is not disrupted if any unexpected staff absences occur during the academic year. 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.	Increased percentage of good / outstanding teaching (Lesson observations) Increased attainment of children in KS1 achieving their ARE. (assessment data)
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	Training of staff will ensure best practise is standardised across the school for both	Quality feedback and children's written

			<p>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>responses demonstrating meta cognition 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>
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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.

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	£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>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. The teacher will be able to deliver a personalised programme of support alongside screening tests</p>	<p>By removing barriers to learning targeted children will demonstrate rapid and beyond expected progress in all areas of attainment (assessment data)</p>
Year 6	Lilac Sky SATS busters and targeted Math's intervention		<p>Specialist 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>Will show a marked improvement of our year 6's achieving national standard</p>

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	£1,000	Improving basic language skills and building vocabulary	Increased % of pupils achieving a good level
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	tubs, rhyming sound tubs, phonics fans, balls and cubes etc Alphabet squares, magnetic boards, letter flips etc POP for rhyming EYFS Phonics books		Building basic literacy skills Build social and emotional skills so children are more ready to learn	of development (Discussions, Observations and Assessment Data)
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	Improved confidence and attitudes to reading Improved attainment in reading levels across the school (assessment data)
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 Improved attainment in numeracy levels across the school
1-6	Music Service - Instruments	£1,800	Providing resources: Providing instruments for lessons so that all children have the opportunity to learn an instrument	Increase emotional well being that will be reflected in progress made, attendance and attitudes towards learning
All years	Entrepreneurial staff initiatives	£13,622	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. Examples so far include, reading projects earning points towards books, woodland numeracy projects with KS2 boys, EYFS and creche additional provision, peer tutoring amongst KS2 and KS1 targeted groups and magazine subscriptions for disengaged readers in year 4	All will aim at promoting rapid progress for specific target groups evident from PPMs and tracking analysis. (assessment data) Encourage staff to take ownership of their project and the outcome measures agreed from their funding application
Transport and Travel				
All years	School Minibus	£7,500	Increase pupil access to out of school enrichment activities, clubs, venues and events	Increase % attendance of PP children in extra- curricular clubs Increased self- confidence Greater independence Better team-working, collaborative skills Improved social skills
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</p> <p>Greater independence</p> <p>Better team-working, collaborative skills</p> <p>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>
5 / 6	Easter and summer revision schools	£2,500		
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>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 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>Reduced number of behavior incidents occurring at lunch times.</p> <p>Increased self confidence and emotional resilience</p> <p>Greater independence</p>

				Better team-working, collaborative skills and Improved social skills
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.				
5	Tablets for year 5	£8,000	For Children in year 5 (following the successful use in year 5 last year) to have access to tablets aimed at improving learning opportunities. Year 5's will now take their tablets form last year through into year 6.	Increased % of pupils achieving a good level of development (assessment data) Increased engagement and enthusiasm for learning from the use of ICT
Learning environment				
All years	Premium Progress bus	£35,000	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. 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.	Whole school Increased % of children working at or above age related expectations in Reading, Writing and Maths(Assessment Data) 100% of children across the school make at least expected and an increase % beyond expected progress(Assessment Data)

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