

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 to diminish the difference in attainment and progress 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. An Early Years Pupil Premium is also paid for our 3 and 4 year old children in Nursery. In 2017/18 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;
- our large range of after school clubs;
- a 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. 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 download and print an application form from the school website. 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 the free school meals team 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 519 children on roll in the 'Sunshine Coast' of Eastbourne. We have a nursery attached to the school, which has approximately an additional 30 children. We are so pleased that we will again 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, twilights and after school extra-curricular clubs.

The percentage of pupils known to be eligible for free school meals is 31%, which is a significantly above the National average of 27%.

The percentage of pupils with Special Educational Needs is 10% 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 systems 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 our high five core values of Positivity, Aspiration, Appreciation, Forgiveness and Respect.

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 2017-18

We have continued to see an upward trend in our data for the last 4 years and this has reflected our targeted approach to whole school improvement priorities. The impact we have been striving for in Reading data for example, has now been reflected in our end of key stage 2017 results.

Having reduced the number of days funded for our Pupil Premium Lead in the past year it is key to ensure that we continue to embed 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. Time will be spent this year using o-track data analysis software, funded this year, enabling quick identification of underperforming children and any appearing individual, group or whole school gaps in attainment and progress.

We must once again target whole school Mathematics progress and attainment. We aim to raise our Mathematics once again in line with other whole school improvements and ensure that beyond expected progress leads to Mathematics across the school achieving at least national standards. Our 2017 results indicated stagnation in Mathematics attainment data at KS2 although we are still within acceptable range of national data. We will look at any key vulnerable groups of children and provide targeted support and rapid intervention for these children in the coming year.

From ongoing internal data analysis we have identified our Year 6 cohort as one that will require additional quality first teaching to ensure that excellent progress is made. To ensure rapid gains are made with this cohort we will employ an additional member of teaching staff in Year 6 for 2017-18.

Following the success of THRIVE interventions and strategies in 2016-17, we will again spend some of our available grant on emotional support and resilience interventions ranging from family support to fully trained THRIVE practitioners. 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 and have made money available for ongoing 1-2-1 counselling as and when required.

Finally as our ongoing investment in computing and digital technology we will continue in 2017-18 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, providing school to school support county wide 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 2016 - 2017

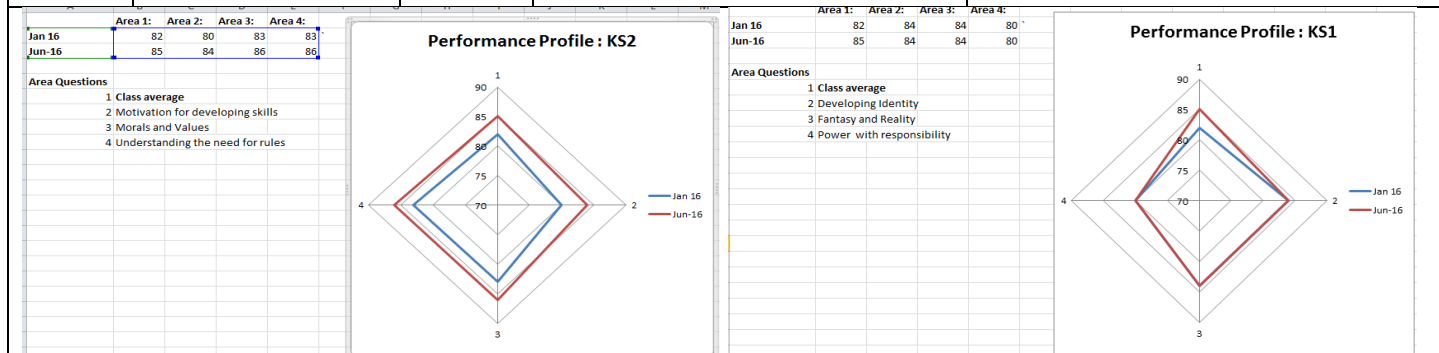
Total Number of Pupils On Roll	488
Total Number of Pupils Eligible for Pupil Premium Grant	172
Pupil Premium Allocation	£227,040
Date of Most Recent Pupil Premium Review	Jan 2016
Date of Next Internal Review	Jan 2017

Nature of support 2016/17	
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 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.</p> <p>We also know from the EEF toolkit:</p> <ul style="list-style-type: none"> ✓ 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>Specific additional teaching staff – quality first teaching</p> <p>Rationale: According to 'A Guide to the Pupil Premium': <i>'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.'</i></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 our parents in learning • Report regularly to the governing body 	<p>This year we have once again seen improved KS2 outcomes across the school, our provisional KS2 results show</p> <p>RWM: PP = Non PP = In school Gap = Gap to national non PP 2016 =</p> <p>Reading: PP = 72% (+22%) Non PP = 89% (+37% in 2016) In school Gap = 17% Gap to national non PP 2016 = +1%</p> <p>Writing: PP = 83% (+2%) Non PP = 92% (+3%) In school Gap = 9% Gap to national non PP 2016 = +3%</p> <p>Maths: PP = 66% (-2%) Non PP = 84% (+13%) In school Gap = 18% Gap to national non PP 2016 = -9%</p> <p>SPAG: PP = 69% (+5%) Non PP = 86% (+12%) In school Gap = 17% Gap to national non PP 2016 = -9%</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:</p> <ul style="list-style-type: none"> • 23% Outstanding (increased by 5% since 2016) • 86% Good (increased by 4%

				<ul style="list-style-type: none"> since 2016) 14% requiring improvement (reduced by 4% since 2016) 0% inadequate <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 implemented through our leadership, phase and curriculum 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 – 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>In the past year we have gained national accreditation in ICT mark and e-safety (the only South East school with both of these awards) and have spent the past year offering school to school support in computing 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>KS2 results have shown an increase in Reading, Writing and SPAG for 2017.</p> <p>Those achieving expected standard have increased from Reading 50% to 72%, Writing 82% to 83% and SPAG 64% to 69%</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).</p> <p>We have used digital literacy to make vast improvements in our Reading progress through the use of digital Reading Pro, Lexia and using class tablets for daily Reading Comprehension.</p> <p>Year 3 children also 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</p>

				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>
All Years (Year 5 focus)	THRIVE Practitioners Training	£10,000	Staff complete training in using THRIVE techniques and best practice for some of our most vulnerable learners. This best practice will also be shared across the school through PDM and staff training sessions	Thrive has seen the following impact since its introduction in 2016. 12 of the 13 children receiving targeted THRIVE intervention and support are PP children. Average gains of 57% have been seen in our children with 5 children moving from the 'being' to 'doing' stage of development Reading and Maths data have also reflected gains made with an average increase of 17% in Reading Comprehension assessment and 27% in Maths (Headstart). Whole school class assessments have also seen an increase in emotional intelligence specifically in the areas seen below:



Support Staff – the wider team around the child

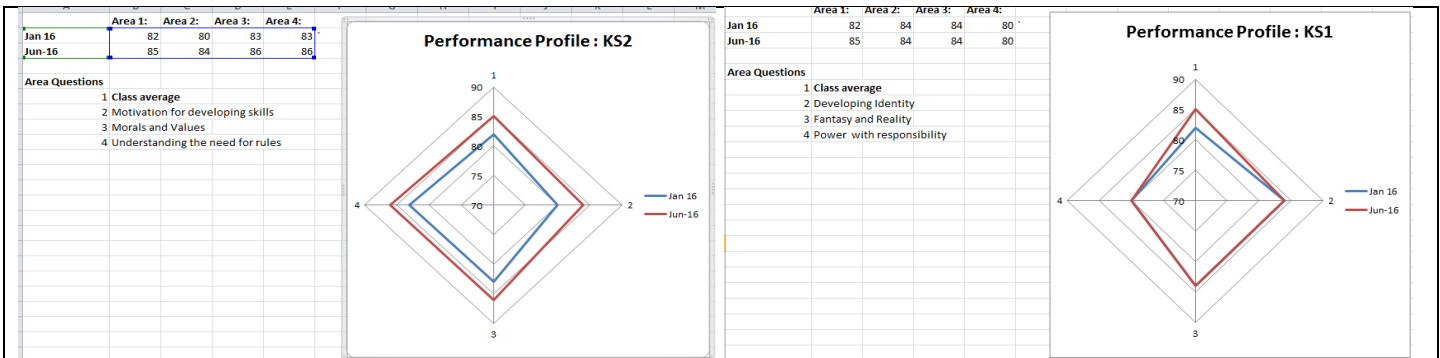
Rationale: Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behaviour and feel more comfortable in new settings. Early childhood providers need 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 INAs to promote independent learning for some of our PP children.

All Years	TA – Learning support assistants	£41,404	Improving quality first teaching and targeted support through stretch and fix (mastery approach to Mathematics) and high quality feedback in the classroom: Assertive mentoring <ul style="list-style-type: none"> • setting clear targets for pupils 	Internal whole school attainment data for Reading, SPAG and Maths has shown the following impact from TAs and support staff deployed in the classroom this year (<i>baseline is end of last 2015-16 assessment for Maths Headstart and Term 1 data capture for Reading Scholastic and SPAG</i>)
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			<ul style="list-style-type: none"> 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>KS1 average</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Baseline</th> <th colspan="2">End of year</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading Scholastic</td> <td>23%</td> <td>27%</td> <td>58%</td> <td>48%</td> </tr> <tr> <td>SPAG</td> <td>40%</td> <td>40%</td> <td>68%</td> <td>63%</td> </tr> <tr> <td>Maths Headstart</td> <td>48% ARE</td> <td></td> <td>79% ARE</td> <td></td> </tr> </tbody> </table> <p>KS2 average</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Baseline</th> <th colspan="2">End of year</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading Scholastic</td> <td>32%</td> <td>40%</td> <td>58%</td> <td>66%</td> </tr> <tr> <td>SPAG</td> <td>37%</td> <td>48%</td> <td>60%</td> <td>67%</td> </tr> <tr> <td>Maths Headstart</td> <td>69% ARE</td> <td></td> <td>74% ARE</td> <td></td> </tr> </tbody> </table>		Baseline		End of year		PP	Non PP	PP	Non PP	Reading Scholastic	23%	27%	58%	48%	SPAG	40%	40%	68%	63%	Maths Headstart	48% ARE		79% ARE			Baseline		End of year		PP	Non PP	PP	Non PP	Reading Scholastic	32%	40%	58%	66%	SPAG	37%	48%	60%	67%	Maths Headstart	69% ARE		74% ARE																																																																							
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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 since 2015-16</p> <p>More incidents were identified and dealt with at the verbal warning and green stage before requiring additional intervention at amber and red.</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>1</td> <td>1</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Year 1</td> <td>11</td> <td>13</td> <td>20</td> <td>2</td> <td>3</td> <td>7</td> </tr> <tr> <td>Year 2</td> <td>8</td> <td>5</td> <td>10</td> <td>6</td> <td>2</td> <td>1</td> </tr> <tr> <td>Year 3</td> <td>5</td> <td>7</td> <td>8</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Year 4</td> <td>3</td> <td>0</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Year 5</td> <td>14</td> <td>11</td> <td>5</td> <td>3</td> <td>5</td> <td>1</td> </tr> <tr> <td>Year 6</td> <td>5</td> <td>5</td> <td>9</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Total</td> <td>47</td> <td>41</td> <td>62</td> <td>12</td> <td>13</td> <td>12</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>2016-17</th> <th>Amber Stage</th> <th>Progression from Amber Stage to Red Stage</th> </tr> <tr> <td></td> <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>4 <i>(less than 1% of the school population)</i></td> <td>0</td> </tr> <tr> <td>Spring Term</td> <td>6 <i>(less than 1% of the school population)</i></td> <td>0</td> </tr> <tr> <td>Summer Term</td> <td>1</td> <td>0</td> </tr> <tr> <td>Total Number of Incidents 2016-17</td> <td>11</td> <td></td> </tr> <tr> <td>Total Number of Different Pupils over the 2016-17 period</td> <td>11</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>2015-16</th> <th>Amber Stage</th> <th>Progression from Amber Stage to Red Stage</th> </tr> <tr> <td></td> <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>	Year Group	Verbal Warning			Green Stage			Aut	Spr	Su	Aut	Spr	Su	Nursery	0	0	0	0	0	0	Reception	1	1	3	0	0	0	Year 1	11	13	20	2	3	7	Year 2	8	5	10	6	2	1	Year 3	5	7	8	1	2	3	Year 4	3	0	6	0	0	0	Year 5	14	11	5	3	5	1	Year 6	5	5	9	0	1	0	Total	47	41	62	12	13	12	2016-17	Amber Stage	Progression from Amber Stage to Red Stage		Number of Pupils (% of school population)	Number of Pupils (% of school population)	Autumn Term	4 <i>(less than 1% of the school population)</i>	0	Spring Term	6 <i>(less than 1% of the school population)</i>	0	Summer Term	1	0	Total Number of Incidents 2016-17	11		Total Number of Different Pupils over the 2016-17 period	11		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%)
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			<p>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>2015-16 attendance = 95.6% 2016-17 = 95.7% (Summer 2017)</p> <p>FSM attendance vs Non FSM Autumn = 94.7% vs 96.2% = 1.5% Spring = 93.2% vs 96.1% = 2.9% Summer = 93.2% vs 96% = 2.8% Sept – July = 94.% vs 96.1% = 2.1%</p> <p>Ever 6 attendance vs Non Ever 6 Autumn = 94.5% vs 96.6% = 2.1% Spring = 93.6% vs 96.2% = 2.6% Summer = 93.9% vs 96.2% = 2.3% Sept – July= 94.1% vs 96.4% = 2.3%</p> <p>Case studies: <i>4 out of the 5 children referred to ESBAS saw an increase in average attendance following their referral.</i></p> <p><i>One year 6 child increased from 28% average attendance to 68% following support.</i></p> <p>The use of our Pupil Premium Passport Intervention also produced an increase attendance in all 10 children involved in the scheme, on average improving from 84% - 86%</p>
3	THRIVE and Nurture Provision	£20,895	<p>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</p> <p>To remove barriers for learning and help these children make expected and beyond levels of progress.</p>	<p>Thrive has seen the following impact since its introduction in 2016.</p> <p>12 of the 13 children receiving targeted THRIVE intervention and support are PP children.</p> <p>Average gains of 57% have been seen in our children with 5 children moving from the 'being' to 'doing' stage of development</p> <p>Reading and Maths data have also reflected gains made with an average increase of 17% in Reading Comprehension assessment and 27% in Maths (Headstart).</p> <p>Whole school class assessments have also seen an increase in emotional intelligence specifically in the areas seen below:</p>






2, 3 and 5	Learning Support and INAs	£4,000	<p>To provide individual support for our PP children with EHC plans</p> <p>Targeted support for children with SEN so children settle well and make good progress in class</p>	<p>An increased % of pupils are achieving a good level of development.</p> <p>Of the SEN children requiring INA support we have seen an increase in their internal data captures in:</p> <p>Maths Headstart Average 30.5% increase in scores from Term 2 to Term 6</p> <p>English increased an average of 5.5 book band levels from Term 2 to Terms 6</p>
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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 - 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 Minecraft</p> <p>These clubs have 497 spaces filled each week with 137 PP children attending. This represents 28% of the overall attendance.</p>	<p>Once again we have seen a high overall attendance of our PP children across a range of activities (attendance data)</p> <p>Increased self-confidence, greater independence, better team-working, collaborative skills and emotional resilience are all positive transferable skills developed through our range of extra-curricular activities.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th colspan="2">Attendance</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>201/608</td> <td>33%</td> </tr> <tr> <td>Spring</td> <td>182/523</td> <td>35%</td> </tr> <tr> <td>Summer</td> <td>196/467</td> <td>42%</td> </tr> <tr> <td>% difference</td> <td>-5 spaces</td> <td>+9%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Autumn had 112 different PP children attending • Spring had 115 different PP children attending • Summer had 118 different PP children attending 		Attendance		Autumn	201/608	33%	Spring	182/523	35%	Summer	196/467	42%	% difference	-5 spaces	+9%
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				<p>Evidence from the UCL institute of Education:</p> <p>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&siteSectionid=27&siteSectionTitle=News</p> <p>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.</p> <p>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.</p> <p><i>"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."</i></p> <p>Research also found that children who participated in organised sports and physical activities during primary school had better social, emotional and behavioral skills than those that did not take part.</p>
All Years	<p>School trips – Year 6 residential and reward trips</p> <p>International Tennis Tournament</p> <p>Sports Fixtures</p> <p>Visiting Museums</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</p>	<p>Through our school trips this year we have been raising aspirations and reinforcing life-long learning; learning outside the classroom increases self-confidence and greater independence from our children</p> <p>As a result we have seen improved team-working, collaborative skills and improved social skills</p> <p>20 PP Year 6 children attended end of</p>

	Woodland Numeracy Project		<p>classroom in new environments to consolidate learning.</p> <p>Provide enrichment experiences for those that may missed out.</p>	<p>year camp as an enrichment opportunity</p> <p>Children came back saying <i>"I loved summer camp, it helped me learn new skills and feel so much more confident about trying new things and being away from my mum."</i></p> <p><i>"Camp is the best, I can't believe I climbed so high, I never thought I would be able to do it but Mr Beale and my friends were so encouraging I did it..... Amazing!"</i></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 Summer 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><i>This holiday club provision did not take place in 2016-17</i></p>																					
All Years	Sunrise and Sunset Clubs	£0	<p>Sunrise and Sunset clubs provided early morning structured starts and ends to the day for EYFS 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>Improved attendance (Attendance analysis) Whole school 2015-16 attendance = 95.6% 2016-17 = 95.7% (Summer 2017)</p> <p>FSM attendance vs Non FSM Autumn = 94.7% vs 96.2% = 1.5% Spring = 93.2% vs 96.1% = 2.9% Summer = 93.2% vs 96% = 2.8% Sept – July = 94.% vs 96.1% = 2.1%</p> <p>Ever 6 attendance vs Non Ever 6 Autumn = 94.5% vs 96.6% = 2.1% Spring = 93.6% vs 96.2% = 2.6% Summer = 93.9% vs 96.2% = 2.3% Sept –July= 94.1% vs 96.4% = 2.3%</p>																					
All Years	Construction club	£0	<p>Running every lunch time, children who are experiencing difficulties mixing with other children on the playground 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> <table border="1"> <thead> <tr> <th>2016-17</th> <th>Amber Stage</th> <th>Progression from Amber Stage to Red Stage</th> </tr> <tr> <td></td> <td>Number of Pupils (% of school population)</td> <td>Number of Pupils (% of school population)</td> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td>4 <i>(less than 1% of the school population)</i></td> <td>0</td> </tr> <tr> <td>Spring Term</td> <td>5 <i>(less than 1% of the school population)</i></td> <td>0</td> </tr> <tr> <td>Summer Term</td> <td>1</td> <td>0</td> </tr> <tr> <td>Total Number of Incidents 2016-17</td> <td>11</td> <td></td> </tr> <tr> <td>Total Number of Different Pupils over the 2016-17 period</td> <td>11</td> <td></td> </tr> </tbody> </table> <p>Playground incidents primarily involve children getting hurt during games</p>	2016-17	Amber Stage	Progression from Amber Stage to Red Stage		Number of Pupils (% of school population)	Number of Pupils (% of school population)	Autumn Term	4 <i>(less than 1% of the school population)</i>	0	Spring Term	5 <i>(less than 1% of the school population)</i>	0	Summer Term	1	0	Total Number of Incidents 2016-17	11		Total Number of Different Pupils over the 2016-17 period	11	
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			Encourages mentoring with key adults for some of our most vulnerable children.	<p>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>
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Transport and Travel

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>This once again has contributed to a high % 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>201/608</td> <td>33%</td> </tr> <tr> <td>Spring</td> <td>182/523</td> <td>35%</td> </tr> <tr> <td>Summer</td> <td>196/467</td> <td>42%</td> </tr> <tr> <td>% difference</td> <td>-5 spaces</td> <td>+9%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Autumn had 112 different PP children attending Spring had 115 different PP children attending Summer had 118 different PP children attending <p>This included off-site extra-curricular clubs; archery, bowling and golf.</p> <p>This in turn has increased self-confidence of our children attending extracurricular clubs alongside a greater independence with better team-working, collaborative skills and improved social skills</p>		Attendance		Autumn	201/608	33%	Spring	182/523	35%	Summer	196/467	42%	% difference	-5 spaces	+9%
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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>Supplemented music tuition fees</p>	<p>We are no longer using the East Sussex music service to provide music lessons in school. Resources have now been purchased for classroom teachers to deliver the music curriculum.</p> <p>We have however continued to subsidise specific children's fees as</p>
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			for those who excel or have a desire to progress	and when required.
EYFS and KS1	Speech and Language Therapist Support	£2,000	They will deliver professional support for teachers, TAs and model best practise. 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	<i>Please see external speech and language report to SENCO</i>

All Years	Dyslexia Specialist Teaching	£9,000	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	By removing barriers to learning targeted children demonstrated rapid and beyond expected progress in all areas of attainment Assessment data shows our dyslexic children have: <ul style="list-style-type: none"> • Reading - made an average of 3 book band levels over the year • Increased by an average of 10% in their Reading Comprehension assessment • Word count has increased by 32 words on average Of those receiving specific targeted intervention we have seen Specific individual reports for targeted children are also available from SENCO
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Average Increase	Reading Comprehension Assessment	Book Band Level	Word Count
With Intervention	9.2	3.3.	31.8
Without Intervention	11.1	3.1	29.3

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	We were able to avoid using any of our allocated PP grant for supply cost in 2016-17
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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,	£1,000	Training of staff will ensure best practise is standardised across the	Quality reading is taking place and children's comprehension and
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	Vocabulary and Word Aware		<p>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>retelling demonstrating greater depth has increased in children's books</p> <p>Lessons and work scrutinies show that AFL strategies are being used consistently and effectively across the school.</p> <p>KS2 Reading: PP= 72%(+22% since 2016) Non PP = 89% (+37% in 2016) In school Gap = 17% Gap to national non PP 2016 = +1%</p> <p>We have also seen internal data across the school finish with 73% of PP children at expected standard in o-track classroom teacher assessments for reading</p>
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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>Once again our ongoing commitment to computing and digital technology has seen an increased engagement of learning both in and out of school</p> <p>Greater impact has this year been demonstrated on progress and outcomes in Reading whole school.</p>
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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>KS2 Reading: PP= 72%(+22% since 2016) Non PP = 89% (+37% in 2016) In school Gap = 17% Gap to national non PP 2016 = +1%</p> <p>We have also seen an increased reading progress score in 2017 from -1.8 in 2016 to +4.6 progress score in 2017 and a 3rd of all children achieved higher standard in their KS2 reading SATS assessment.</p> <p>We have also seen internal data across the school finish with 73% of</p>
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				PP children at expected standard in o-track classroom teacher assessments for reading									
All Years	VGP	£4,000	Resources for whole school teaching of SPAG	<p>We have seen an improved confidence and attitudes to SPAG</p> <p>KS2 results have shown SPAG PP = 69% (+5%) Non PP = 86% (+12%) In school Gap = 17% Gap to national non PP 2016 = -9%</p> <p>Improved attainment in SPAG levels across the school and word count in spelling from our internal assessment data shows an average increase of</p> <table border="1"> <thead> <tr> <th>Average score</th> <th>Autumn</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>24.2</td> <td>39.1</td> </tr> <tr> <td>Non PP</td> <td>29.7</td> <td>42.7</td> </tr> </tbody> </table>	Average score	Autumn	Summer	PP	24.2	39.1	Non PP	29.7	42.7
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PP	24.2	39.1											
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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>This year staff have continued to use their own entrepreneurial initiatives to address and barriers to learning identified through needs questionnaires and classroom observations.</p>									

Total Pupil premium allocation	£227,040
+ Available Pupil Premium ring fenced capital	£0
Total projected spend	£227,040

Looking Forward – Pupil Premium Expenditure 2017 - 2018

Total Number of Pupils On Roll	528
Total Number of Pupils Eligible for Pupil Premium Grant	161
Pupil Premium Allocation	£212,510
Date of Most Recent Pupil Premium Review	April 2017
Date of Next Internal Review	April 2018

Nature of support 2017/18	
Focus on Learning and The Curriculum	59%
Focus on Social, Emotional and Behavioural	23%
Focus on Enrichment Beyond The Curriculum	9%
Focus on Families / Community	9%

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 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.</p> <p>We also know from the EEF toolkit:</p> <ul style="list-style-type: none"> ✓ 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>Specific additional teaching staff – quality first teaching</p> <p>Rationale: According to 'A Guide to the Pupil Premium':</p> <p><i>'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.'</i></p>				
All Years	Pupil Premium Lead – Premium Progress	£9,528	<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>

				Consistent implementation of practice and expectations across school (lesson observations / monitoring file)
All Years	Computing and Digital Technology	£48,708	<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 outcomes in Reading whole school.</p> <p>Children across the school make at least expected progress (Assessment Data)</p>
All Years	THRIVE Practitioners	£10,000	<p>We will continue to train staff as they 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>

Support Staff – the wider team around the child

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).

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

All Years	TA – Learning Support Assistants	£29,334	Improving quality first teaching and targeted support through afternoon small groups	Lessons and work scrutinies will
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			<p>interventions, stretch and fix, or high quality feedback in the classroom:</p> <p>Targeted interventions</p> <ul style="list-style-type: none"> • Following clear programs of study for Lexia reading, Numicon, daily reading and Phonics • setting clear targets for pupils • having small group 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 and one to one teaching based on detailed gap analysis 	<p>show that feedback strategies are being used consistently and effectively across the school.</p> <p>All pupils will make at least expected progress and aiming to make beyond expected progress.</p> <p>To ensure an increased % achieve there ARE</p> <p>Increased parental engagement</p>
All Years	Pastoral and Behaviour Support	£18,612	<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 for PP children in the school and reduction of behavior incidents in the behavior log.</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>
All Years	External Family Support and Interventions	£18,516	<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)</p> <p>Reduction in the % of Persistent absences (Attendance Analysis)</p> <p>Children of targeted families make at least expected progress (Assessment Data)</p> <p>Increased attendance of parents at family learning sessions.</p>
All	THRIVE and	£21,142	Personalised learning in mathematics and literacy	Increased % of

Years	Nurture Provision		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	pupils achieving a good level of development (Discussion, Observations and Assessment Data)
2, 3 and 5	Learning support and INAs	£0 (This is primarily funded from the SEN budget)	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 extracurricular 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 <ul style="list-style-type: none"> Rock school music and individual tuition Razzle Dazzle Dance Football Clubs Drama 	£6,000	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 These clubs have 497 spaces filled each week with 137 PP children attending. This represents 28% of the overall attendance.	Increased overall attendance of our PP children across a range of activities (attendance data) Increased self-confidence Greater independence Better team-working, collaborative skills Improved social skills
All Years	Subsidy for School Trips	£5,000	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. Children offered residential places in a multi-activity centre. Reinforcing skills from the classroom in new environments to consolidate learning Provide enrichment experiences for those that may missed out	Raising aspirations and reinforcing life-long learning Increased self confidence Greater independence Better team-working, collaborative skills and Improved social skills
All Years	Breakfast Club and Twilights Club	£1,000	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.	Increased attendance of PP children Contribute to good progress

				and ability to concentrate being made by PP children as a quality, first meal of the day is provided.
All Years	Construction Club	£0	<p>Running every lunch time children who are experiencing difficulties mixing with other children on the playground 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>Encourages mentoring with key adults for some of our most vulnerable children.</p>	<p>Reduced number of behavior incidents occurring at lunch 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>

Transport and Travel

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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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.

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	Dyslexia Specialist	£9,000	Specialist trained support for dyslexic pupils and	By removing

years	Teaching		those at risk of dyslexia. The teacher will be able to deliver a personalised programme of support alongside screening tests	barriers to learning targeted children will demonstrate rapid and beyond expected progress in all areas of attainment (assessment data)
All Years	Counselling	£10,000	Provide specialist counselling support for children identified through the THRIVE assessment criteria in developing their social and emotional intelligence.	Improved behavior and attendance of specific individuals and an increased % of pupils achieving a good level of development (Discussions, 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	£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)
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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</p>
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				the school.
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 although there is a desire for Chrome books in Year 6	£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 extracurricular 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 school make at least expected progress (Assessment Data)</p>
Whole School	O-track data analysis and formative assessment software	£1,250	<p>Purchasing the license for O-track software package for all staff to use in the ongoing formative assessment of children throughout the year.</p> <p>This software provides leaders to identify progress, attainment and potential in school gaps throughout the year for all vulnerable groups and provide parents with detailed analysis against all objectives in each area of the curriculum.</p> <p>This year we will also use this software to monitor the impact of classroom based and targeted interventions throughout the year to demonstrate impact.</p>	Improved identification of vulnerable groups and critical groups for ongoing in year progress and attainment.
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	Lexia Subscription	£1,280	Computer license for 30 children to access bespoke Lexia reading interventions three times a week in the computing suite.	To maintain our improved attainment and progress in Reading levels across the school specifically those achieving high scores 100+ and ARE (assessment data)
All Years	Writing resources	£4,000	Resources for whole school teaching of writing	Increased % of pupils achieving greater depth and ARE for writing across the school

				Increase % of children making at least expected levels of progress in writing
All Years	Maths Mastery for the more able	£4,000	Resources for whole school teaching of Maths mastery for children with high prior attainment	Improved attainment in Maths levels across the school specifically those achieving high scores 110+ (assessment data)
All Years	Entrepreneurial staff initiatives	£5,000	<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	£212,510
+ Available Pupil Premium ring fenced capital	£0
Total projected spend	££212,600