

| 1. Summary information | | | | | |
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| School | Langney Primary Academy | | | | |
| Academic Year | 2019-20 | Total PP Budget Total EYPP Budget | £210,000 £tbc | Date of Most Recent PP Review | Sept 2019 |
| Total Number of Pupils | 541 | Number of Pupils Eligible for PP | 156 (Oct 19' census) | Date for Next Internal Review of this Strategy | End of Term 3 2020 |

| 2. Current attainment | | | | | |
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| <i>Please note that this data is predicted teacher assessment due to COVID19 lockdown</i> | All Pupils 2019 | All Pupils 2020 | Pupils Eligible for PP 2019 | Pupils Eligible for PP 2020 | Pupils Not Eligible for PP (national average) 2019 |
| % achieving GLD in EYFS | 70% | 73% | 75% | 56% | 75% |
| % achieving expected in Year 1 Phonics | 85% | 82% | 74% | 82% | 75% |
| % achieving expected end of Year 2 Phonics | 93% | 96% | 89% | 100% | 93% |
| % achieving expected standard in Reading KS1 | 79% | 78% | 73% | 62% | 78% |
| % achieving expected standard in Writing KS1 | 73% | 78% | 58% | 62% | 73% |
| % achieving expected standard in Maths KS1 | 80% | 80% | 69% | 71% | 79% |

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| | All Pupils 2019 | All Pupils 2020 | Pupils Eligible for PP 2019 | Pupils Eligible for PP 2020 | Pupils Not Eligible for PP (national average) 2019 |
| % achieving expected in Reading, Writing and Maths KS2 | 71% | 79% | 58% | 69% | 71% |
| % achieving expected standard in Reading KS2 | 76% | 90% | 67% | 83% | 77% |
| % achieving expected standard in Writing KS2 | 86% | 80% | 83% | 69% | 83% |
| % achieving expected standard in Maths KS2 | 81% | 89% | 79% | 79% | 84% |
| Progress In Reading | +2.7 | | +1.7 | | +0.3 |
| Progress in Writing | +1.9 | | +1.0 | | +0.3 |
| Progress in Mathematics | +2.7 | | +1.6 | | +0.4 |

| 3. Barriers To Future Attainment | | |
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| In-School Barriers | | |
| A. | EYFS pupils historically have low starting points; particularly due to delayed Speech and Language development. | |
| B. | Few numbers of disadvantaged pupils attain highly; particularly in KS1. | |
| C. | Disadvantaged pupils have limited exposure to quality reading texts, resulting in low engagement in reading & reading for pleasure. | |
| External Barriers | | |
| D. | Limited understanding by parents about how to support children with curriculum learning. | |
| E. | Pupil and familial low aspiration and ambition. | |
| 4. Desired Outcomes - reviewed | | |
| | Desired Outcomes | Success Criteria |
| A. | Sustained outcomes at the end of EYFS for disadvantaged pupils. | Sustain the diminished gap between disadvantaged pupils and non-disadvantaged pupils achieving GLD. Gap has increased to -19% in 2020 Speech and Language assessments evidence sustained impact. |
| B. | Improved outcomes at expected standard (EXS) and greater depth standard (GDS) for disadvantaged pupils, in all subjects. | The percentage of disadvantaged pupils achieving EXS is closer to the national average for National Non-PP, in all subject areas. KS1 EXS: R= 62% W= 62% M= 71% RWM= 57% KS2 EXS: R= 83% W = 69% M=79% RWM= 69% The percentage of disadvantaged pupils achieving GDS has increased from the previous year, particularly at KS1. KS1 GDS: R= 29% W= 14% M= 43% RWM= 14% KS2 GDS: R= 33% W= 18% M= 27% RWM= 10% |
| C. | Improved Reading outcomes for disadvantaged pupils. | The percentage of disadvantaged pupils achieving EXS at KS2 has improved from the previous year. 67% to 80% In Reading at KS2, the gap between disadvantaged pupils and all other non-disadvantaged pupils has remained at -9% but both have improved by 4% since last year. The profile of Reading for Pleasure has been raised and pupil surveys indicate engagement with Reading both within and outside of school. |
| D. | Increased parental engagement from disadvantaged families to support children with their curriculum learning. | Increased attendance of disadvantaged, and targeted, families at curriculum learning sessions. Parent voice evidences greater understanding of how to support their children with learning. |
| E. | Pupils' Mental Health and Well Being improves through raised self esteem, aspirations and ambition. | The school provides an increased amount of aspiration projects (e.g. Careers Aspiration Project, Scholars Programme) and pupil / parent surveys evidence impact. Computing curriculum evidences progression and challenge, resulting in Improved digital learning outcomes. Reduced number of pupils with SEMH concerns and gaps in emotional development. Pastoral interventions continue to evidence positive impact. School attendance figures remain at national average. Low levels of fixed and permanent exclusions are maintained. Number of behaviour incidents is at-least maintained from the previous year. There have been no permanent exclusions 2019-2020, therefore no PP children permanently excluded. There has been a rise in pupil premium children being excluded for a fixed term, but rapid support and intervention has been put in place. As a result, no PP child has had more than one fixed term exclusion. |

5. Review of Expenditure 2019-20

Focus on learning and the curriculum = 60%
 Focus on social, emotional and behavioural = 24%
 Focus on enrichment beyond the curriculum = 6%
 Focus on families / community = 10%

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of Teaching For All

| Desired Outcome | Chosen Action / Approach | Estimated Impact | Lessons learned | Cost |
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| <p>A. Sustained outcomes at the end of EYFS for disadvantaged pupils.</p> | <p>Conduct EYFS home visits in September to identify early wider definition of disadvantaged (£1000).</p> <p>Teacher release time to further develop the quality of teaching and provision in the EYFS through professional development opportunities (£1000).</p> <p>Review approach to the teaching of Mathematics Mastery in the EYFS / progression of key concepts; and purchase of concrete resources (£800).</p> <p>Improve the quality of outdoor EYFS provision in Nursery and Reception; as well as Year 1 to support effective provision (£5,000).</p> <p>Address speech and language through Music Transition Project with a focus on Nursery and Reception pupils (£4000).</p> <p>Early identification of disadvantaged pupils for access to Speech and Language (Language Link) interventions (£600).</p> <p>Nuffield Early Language Intervention to improve listening, narrative & vocabulary skills to pupils with poor spoken language (10 wk nursery programme into 20wks Reception) (£2,000).</p> <p>Contributions towards increased number of external trips for EYFS pupils (£500).</p> <p>Increase number of EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health; nappy changing) (£500).</p> <p>Investment in staffing and resources for extended wrap around provision for pupils in EYFS (7:30am - 6:00pm) (£600).</p> | <p>Baseline starting points upon entry to Reception are significantly below national average.</p> <p>Prior impact of the current EYPP strategy has been successful and therefore needs to be sustained. In 2019 75% of disadvantaged EYFS pupils achieved a Good Level of Development (GLD) This year 55% achieved GLD with writing the lowest area at 55% contributing to this.</p> <p>Monitoring shows good impact after a series of CPD sessions from DS and DP.</p> <p>Outdoor learning provides excellent opportunities to use a wide range of skills and abilities not always visible in the classroom. Design and layout of EY setting supports quality interactions. Multi Sensory Outdoor Learning environment installed December 2020</p> <p>Positive impact projected thus far as weekly sessions commenced in Term 1 and continue for speech and language project. SENCO may have more analysis</p> <p>Stay and Play sessions and Fab Finishes have occurred. There has been an increase in Stay and Read sessions</p> | <p>The quality of learning in the EYFS for ALL pupils and including disadvantaged pupils will be a priority for 2020-1. The outdoor learning area will be better resourced from September 2021 and emphasis will be placed on high quality provision. It is hoped that this will address the GLD widening PP gap.</p> <p>Continue to develop new and innovative methods of engaging parents/carers. The Volunteering CPD did take place and we can use further volunteers in EYFS in 2020-1.</p> | |

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| <p>B. Improved outcomes at expected standard (EXS) and greater depth standard (GDS) for disadvantaged pupils, in all subjects.</p> | <p>Embed whole-school approach to the teaching of Reading, Writing and Mathematics (Y2-6) (£5000).</p> <p>Professional development for Year 1 teachers in quality first teaching of Mathematics and effective Writing sequences (£1600).</p> <p>Whole-school professional development in the teaching of mathematical fluency (£200).</p> <p>Purchase set of chromebooks for Year 4 for Times Table Check Rehearsal / digital literacy (£10,000).</p> <p>Metacognition and self-regulation approaches to feedback. For example (£200):</p> <ul style="list-style-type: none"> • Stretch and Fix approach to Mathematics • Pupil conferencing • Peer and self-assessment • Scholarship Pathway • ReflectED - programme to develop ability to manage own learning <p>TA / INA support provided in each class in the morning to support teaching of English and Mathematics (£30,000).</p> <p>Subscription and training for OTrack assessment and data analysis tool (£1,250).</p> | <p>KS1 disadvantaged:</p> <p>EXS R= 62% W= 62% M= 71% RWM= 57% GDS: R= 11% W= 11% M= 21% RWM= 5%</p> <p>KS2 disadvantaged:</p> <p>EXS R= 83% W= 69% M=79% RWM= 69% GDS: R= 29% W= 14% M= 43% RWM= 14%</p> <p>Monitoring shows good impact after a series of CPD sessions from DS and SP. School and cross-school moderation evidence shows secure assessment and raising of standards.</p> <p>Maths PD lead with responsibility for Fluency research has piloted a new Fluency approach. Maths Team Meeting minutes evidence progress against agreed actions.</p> <p>Termly Leadership Reflections evidence impact & progress against previously agreed actions.</p> | <p>Year 4 Chromebook set had a positive impact on raising profile and TT attainment in Year 4. Consider further purchasing and deployment of sets to match PP needs.</p> <p>Chromebook devices and considering how we spend PP money to enhance "Catch up" for disadvantaged pupils. To be decided when Catch Up funding is released.</p> | |
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| <p>C. Improved Reading outcomes for disadvantaged pupils.</p> | <p>Purchase of phonics-based reading scheme for EYFS, Year 1 and 2 (£8,000).</p> <p>Subscription to Reading Pro - to ensure pupils are selecting appropriate reading books according to their personalised lexile score (£500).</p> <p>Purchase of library reading books for Key Stage 2 and release time for lexile scoring of new books (£9,200).</p> <p>Increase the profile of home / school reading and purchase of rewards (£500).</p> <p>Release time and professional development for Year 1 teachers in quality first teaching of Reading (£1600).</p> <p>Teacher professional development in the teaching of Reading fluency (£500).</p> <p>Lexia subscription (£800).</p> <p>Development of school library usage & pupils' access to a range of resources (£1,300).</p> | <p>in 2019 Reading was the lowest attainment measure for KS2 disadvantaged pupils at EXS at KS2 (67%) in 2020 this is now the highest at 83%</p> <p>A teacher and pupil survey was undertaken and research from the Reading leader. New Approach piloted. Buddy reading on a small scale for DA has had limited impact. DA Year 6 reading tracking at 80% that is above DA NA</p> <p>Reading rewards are seen in all classes through learning walks and monitoring visits.</p> <p>There have been regular cpd opportunities (e.g. teaching of Reading Comprehension and Reading Fluency throughout the year).</p> <p>Year 6 INA continues to run early morning Lexia sessions with termly Lexia impact report and PPMs ensure licenses are provided for the children most in need. Data shows 10 PP children used Lexia license and made average gains of 2.2 levels compared to average gains of 2 levels for the Non PP cohort</p> | <p>Reading PP attainment and progress will contain to be a focus for us, especially at KS1..</p> <p>Recently purchased new books during COVID19 Lockdown. TA librarian role secured with new Library Reading books. A need to focus and monitor the impact of this on</p> <ul style="list-style-type: none"> -disadvantaged readers -non readers at home (often PP) -lockdown non Reading Bug participants | |
| <p>E. Pupils' Mental Health and Well Being improves through raised self esteem, aspirations and ambition.</p> | <p>Delivery of high quality PSHE program (£250).</p> <p>Teaching and delivery of high quality Computing Curriculum, including purchase of supporting technology (£50,000).</p> <p>Delivery of Careers and Aspirations Project (£2000).</p> <p>Training of Mental Health First Aiders (£200).</p> <p>Wellbeing Team continues to focus on initiatives to promote pupil, parent and staff wellbeing to embed WAS Award.</p> | <p>Our computing curriculum and digital learning opportunities have meant that Langney is a digital centre of excellence contributing to the overall attainment and progress improvements made in the past 5 years.</p> <p>We are providing workforce skills in digital computing, enabling future employment in more highly paid sectors.</p> <p>Through monitoring of Jigsaw Scheme of work and termly review of curriculum objectives are being met on O-track.</p> | <p>Well embedded MHWB ethos at Langney. Consider next steps of embedding strengths and use of new technology to support further.</p> | |
| Total budgeted cost | | | | £139,100 |
| ii. Targeted support | | | | |

| Desired Outcome | Chosen Action / Approach | Estimated Impact | Lessons learned | Cost |
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| <p>B. Sustained outcomes at EXS and improved greater depth standard for disadvantaged pupils, in all subjects.</p> | <p>Release time for teachers to attend Pupil Premium Progress Meetings to identify critical children and track progress (£6500).</p> <p>Interventions delivered for targeted groups (£30,000):</p> <ul style="list-style-type: none"> ● Numicon ● Phonics ● Speech and Language (KS1/KS2) ● Dyslexia <p>Subscriptions for academic programmes (£3000):</p> <ul style="list-style-type: none"> ● Spelloidrome ● My Maths ● Times Table Rock Stars <p>Employment of additional Year 6 Intervention Teacher (3 days) (£30,000).</p> <p>Teacher release time to conduct Writing Conferences with GDS pupils (£2000).</p> <p>Delivery of Writing Scholarship Programme for pupils in Years 2 and 6 (£200).</p> <p>Liaison with Swale secondary schools to provide weekly Scholars Programme for GDS disadvantaged pupils in a secondary setting (Maths, Drama, PE, Creative Arts, Science) (£1000).</p> <p>Primary Scholars Days with a focus on GDS disadvantaged pupils across the Eastbourne Swale Primaries (History, Outdoor Learning, Computing, Writing, Maths, and Gymnastics) (£1000).</p> | <p>Numicon - interventions were cut short due to lockdown, (8 children received interventions twice a week for 2 months and were showing early signs of progress). 2 full Numicon sets had been purchased for every class to ensure concrete learning was taking place using this resource as part of daily QFT</p> <p>Phonics - Phonics interventions working with 16 children in year 1 and 7 children in year 2 ensured 82% of disadvantaged children passed their screening in year 1 and 100% in year 2</p> <p>Speech and Language (KS1/KS2) 19 children received small group interventions - 18 showed progress made during terms 1-4</p> <p>Pupil Progress Meetings show good progress through terms 1-4 and regular impact meetings with intervention leads have shown impact so far.</p> <p>2019 KS1 GDS results were R=12% W=8% M=12% In 2020 KS1 GDS: R= 29% W= 14% M= 43% all increased this year</p> <p>2019 KS2 GDS results were R=27% W=15% M=27% In 2020 KS2 GDS: R= 33% W= 18% M= 27% again all increased this year</p> | <p>Consider a system (considering COVIT19) that ensures that interventions regularly happen and entry and exit data provides clarity of impact.</p> <p>Consider a staffing approach (considering COVIT19) that can be delivered by bubble staff that sustains the Phonics Intervention success.</p> <p>Consider a staffing approach (considering COVIT19) that can be delivered by bubble staff that sustains the Phonics Intervention success.</p> <p>Writing Conferences continue to show the strongest impact for Writing Intervention. These will continue, especially for PP KS2 Writers.</p> <p>We would like to continue the Scholars programme but will consider more internal options during restricted COVID19 times.</p> | |
| <p>E. Pupils' Mental Health and Well Being improves through raised self esteem, aspirations and ambition.</p> | <p>Emotional support for pupils through targeted intervention (£30,000) e.g.:</p> <ul style="list-style-type: none"> ● Thrive approach ● Nurture groups ● Lunchtime Construction Club ● Mentoring ● Positive Friendships <p>Employment of in-school counsellor (£10,000).</p> <p>Employment of Family Support Advocate (FSA) to work with vulnerable families (£7,000).</p> | <p>School has identified high need of SEMH in school and at home through pupil questionnaire, parental conferencing. With a high number of children on the Child Protection Register.</p> <p>Class THRIVE assessments indicate a high percentage of pupils working at a lower stage of emotional development.</p> <p>Weekly SEND/Pastoral impact meetings have been successful in monitoring interventions and key families</p> | <p>Investigate further THRIVE style approaches.</p> <p>To keep THRIVE high profile - whole school CPD refresher on INSET September 2020.</p> | |

| | Delivery of Triple P Parenting Programme (£250). Delivery of Family Thrive Programme for targeted parents (£250). | Records from behaviour incidents evidence targeted pupils are in need of SEMH support. Skills Builder CPD shows impact through curriculum teaching | | |
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| Total budgeted cost | | | | £121,200 |
| iii. Other Approaches | | | | |
| Desired Outcome | Chosen Action / Approach | Estimated Impact | Lessons Learned | Costs |
| D. Increased parent engagement from disadvantaged families at in school learning sessions | Delivery of parent curriculum workshops (e.g. Maths, Phonics, Reading Comprehension) (£200). Parent invitations to 'Stunning Starts' and 'Fabulous Finishes' to showcase termly topical learning (£200). Parent Computing workshops (£200). Development of homework app (£500). 'Stay and Play' sessions for parents of pupils new to Reception (£200). | Many parents find it challenging to participate in some activities due to parental status / socio-economic circumstances. Attendance of parent workshops and engagement with apps has increased significantly this year ensuring wider opportunity and best possible life chances for our disadvantaged pupils. Year 1 and Year 3 events have taken place and show an increase from DA families. | Stunning Starts and Fab Finishes will recommence for parent/carers when visitors are allowed and social Distancing is relaxed. We will look at innovative ways of sharing through Google Classroom or podcasts Further Parent/Carer events were planned for Term 4-6. When visitors are allowed, these will restart. | |
| E. Pupils Mental Health and Well Being improves through raised self esteem, aspirations and ambition. | Employment of Attendance Administrator and Attendance Lead (£10,000). Weekly meetings between Senior Leader and Attendance Administrator to review individual pupil attendance rates / patterns / trends. Follow hub Attendance and Punctuality protocol and procedures. Attendance Passports for identified pupils (£1,000) . Reward systems for pupils and identified families (e.g. food hampers) (£1,000). Lease of mini-bus for attendance and extra-curricular engagement opportunities (£7,500) | Termly meetings with Attendance Leads across all Swale Eastbourne primary schools has ensured consistency and sharing of best practise resulting in 2019-20 attendance data for disadvantaged pupils (95.3%) Clear links are evidenced between safeguarding and attendance files. In 2019-20 the gap between disadvantaged (95.3%) and All pupils (96.7%) at the schools was -1.4%. Weekly and termly attendance monitoring with identification of key critical children each term has ensured a continued rapid response to poor attendance. | Attendance PP passports will continue from term 2. Staffing capacity to be considered. Healthy rewards will continue. An increase proposed in walking.cycling to school events and healthy rewards. | |

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| | Provision of wide-ranging after school extra-curricular activities (£6,000). Subsidised school trip including Year 6 residential (£5,000). Subsidised extended school day provision / wrap-around care (£1,000). | Attendance passports resulted in an average improved attendance of 0.6% Careers Equality Day on 28 February to challenge gender stereotyping was very well received. | Bubble clubs are proposed to restart from term 3. We plan for an increase in number as PP children still receive the opportunity to unlock their potential. | |
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| Total budgeted cost | | | | £32,800 |
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| Total Pupil premium allocation | £210,000 |
| + Available Pupil Premium ring fenced capital | £0 |
| Total projected spend | £293,100 |