

# Long Crendon School Pupil Premium Strategy Statement



## 1. Summary information

School	Long Crendon School				
Academic Year	2020-21	Total PP budget	£10,070	Date of most recent PP Review	August 2020
Total number of pupils	209	% of pupils eligible for PP (including Y6 students to July 2019)	2.87%	Next review	August 2021

## 2a Current attainment (Previous Y6 to July 2020 and current cohorts) NB 2020 data is teacher assessed due to Covid-19 National averages from FFT

End of Y6 2020 % of cohort eligible for PP = 10.3%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Long Crendon School KS2 average</i>
Reading 2020 KS2 outcomes	100% of PP children achieved expected level in reading 66% of PP children achieved greater depth	79%	93%
Grammar Punctuation & Spelling 2018 KS2 outcomes	100% of PP children achieved expected level in GPS 75% of PP children achieved greater depth	76%	93%
Writing 2020 KS2 outcomes	100% of PP children achieved expected level in writing 75% of PP children achieved greater depth	76%	93%
Maths 2020 KS2 outcomes	100% of PP children achieved expected level in maths 75% of PP children achieved greater depth	78%	90%
Reading, writing and maths	100% of PP children achieved expected level in reading, writing and maths 25% of PP children achieved greater depth in reading, writing & maths	70%	90%

## 2b Previous Y6 to July 2019 (SATS results)

End of Y6 2019 % of cohort eligible for PP = 3.3%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Long Crendon School KS2 average</i>

Reading 2019 KS2 outcomes	100% of PP children achieved greater depth APS 110	73%	87%
Grammar Punctuation & Spelling 2019 KS2 outcomes	100% of PP children achieved expected level in GPS APS 103	78%	90%
Writing 2019 KS2 outcomes	100% of PP children achieved expected level in writing	78%	87%
Maths 2019 KS2 outcomes	100% of PP children achieved greater depth in maths APS 115	79%	87%
Reading, writing and maths	100% of PP children achieved expected level in reading, writing and maths	65%	83%

### Outcomes for current cohorts in 2019-2020

Current outcomes based on Spring 2020 testing in most cases, due to Covid 19 Standardised scores for PP children were :

Year	PP NTS Maths	PP non SEN PUMA Maths	Class average	National average	PP NTS Reading	PP Non SEN NTS Reading	Class average	National average
FS	N/A				N/A			
1	N/A				N/A			
2	98		105.5	100	107		108.3	100
3*	78		112.2	100	84		102.8	100
4	N/A				N/A			
5	112	112	116.7	100	130	130	114.1	100

\*December data used as testing in Spring 2020 not available

### 1. Barriers to future attainment (for pupils eligible for PP)

**In-school barriers** (issues to be addressed in school, such as poor oral language skills)

A. Speech and language disorder

B.	Social skills/BESD	
C.	Emotional well being	
D.	Gaps in mathematical understanding	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
E.	Small percentage with poor attendance /lateness (historically – will be monitored for current cohort and appropriate intervention in place if necessary)	
<b>2. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.	Improve outcomes at end of KS2	100% end of KS2 in 2019 at ARE in Maths, Reading & Writing
B.	Improve social skills and behaviour , improve emotional well being & ensure that vulnerable children feel supported in school.	Improved classroom behaviour reported by staff and observed during lesson observations. Fewer incidents of poor behaviour reported on playground. Feedback from children shows that they feel supported.
C.	Address emotional well being	Children taking part in nurture groups/1-1 counselling and Music 1:1 sessions show improved scores on strengths & difficulties questionnaire and parent nurture group questionnaire and more resilience in school
D.	Close gaps in mathematical understanding	Children taking part in additional Maths focus activities show improved understanding/confidence/standardised scores

### 3. Planned expenditure Approximately (more than PP budget of £10,070)

Academic year	2020-21				
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					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Quality feedback supports children to make good progress in all subjects.	Immediate feedback/addressing of misconceptions, highlighted by use of R code in books PP books to be marked first	Research evidence base cites quality feedback as effective in ensuring good progress (Education Endowment Foundation & Sutton Trust)	Work scrutiny in staff meetings, reviewed by SLT & subject co-ordinators Lesson observations Half termly data analysis	Mrs Quinton Mrs Bowden Mrs Poote Mrs Woodward Mrs Jennings	Termly
					£0
ii. Targeted support					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve % of children making ARE/expected progress	Breakfast maths club 3x weekly	Internal tracking shows that this worked well with a previous cohort, increasing confidence and mental maths skills .	Tracking Maths progress using NTS tests	Mrs Moore	Termly  Annual expenditure: £1,000
Improve progress /attainment at greater depth in maths, reading and writing in Y6	Targeted support in class to enable a teacher to work with Y6 PP children to improve metacognition and learning to learn skills & selection of challenge by choice	Identified children making insufficient progress/ with potential to achieve greater depth. Evidence base (Hamilton trust) supports this as high impact intervention.	Tracking progress using PUMA/PIRA and adapted CLPE scale scale	Mrs Bowden	Termly  Annual expenditure: £2,000
Improve language & writing skills for lower KS2 PP	Targeted daily support	Internal evidence base shows progress in spelling & reading from daily 1-1 support.	Track progress in spelling of key words and progress of writing against adapted CLPE scales	FS & Year ½ Teachers & TAs	Termly  Annual expenditure: £3,000

Total budgeted cost					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Emotional wellbeing is good and children demonstrate appropriate social skills. Pupil feedback indicates that these pupils feel supported PP children achieve and attain as well as other pupils national The difference between the achievement of PP children and other children in school diminishes.	Weekly nurture group with trained counsellor 1x2 hours Nurture group to be offered 2 afternoons a week. 1-1 counselling support	Opportunities for children to discuss concerns and seek solutions. Less time spent in conflict resolution.  Evidence Base: Education Endowment Foundation Social & Emotional learning Toolkit	Monitoring of playground behaviour.  Seek feedback from nurture group and leader and school counsellor /parents and children involved.	Mrs Bowden Mrs Fleming Mrs Barker	Informally on a weekly basis. Formally half termly  Annual expenditure: £3,070
All children enabled to participate in enrichment activities	Music tuition with specialist music teacher to build trusting relationship with male teacher, to be a role model and support emotional wellbeing	Ensure equality of opportunity for all	Monitor at half-termly Pastoral and Progress Meetings	Mrs Quinton Mrs Bowden Mrs Poote	Termly

Improve attendance and timekeeping Additional costs of education equipment & support for trips.	Liaise with parents and support families to ensure children get to school on time.	Evidence Base: Data shows correlation between attendance and attainment (National attainment figures)	Monitor attendance, contact families to ensure they are aware of the correlation data, whole school timekeeping focus – letters to parents whose children are consistently late, use of breakfast maths club.	Mrs Quinton Mrs Bowden Mrs Poote	£1,000
<b>Total budgeted cost</b>					£10,070
<b>Total budgeted cost for all planned interventions</b>					In excess of £10,070

#### 4. Review of expenditure

<b>Previous Academic Year</b>		<b>2019-20</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Improve % of children making ARE/expected progress Improve progress/attainment at greater depth in Maths, Reading and Writing in Y6	Additional Maths support groups	Support led to increased confidence and better than expected attainment. PP attainment at end of KS2 was well above national in all subjects. 100% of PP children attained EXP in GS and GD in Maths & Reading	Additional support to be continued.	£2222 £2087
Improve language & writing skills for lower KS2 PP	Targeted daily support from LSA	Above class average attainment in 2/3 classes.	Will continue for suitable children	£3686
<b>ii. Targeted support</b>				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Emotional well being is good and children demonstrate appropriate social skills.	Weekly social skills group with trained counsellor 1x1 hour. Forest School Explore sessions introduced children prioritised, but also impacted on other children included for social skills/confidence building  Forest School E	Nurture room introduced, second person nurture trained. Feedback questionnaires from parents & children showed increased self confidence & resilience.	This was a very successful intervention and will be continued with different cohorts. School counsellor appointed for 1.5 days per week to extend programme  Forest School Explore to continue	<b>£6415</b>

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children are enabled to take part in enrichment activities	Establish "Aspiration" to maximise the potential of PP children to enjoy rich experiences. Financial support for PP children to take part in enrichment activities, e.g. sport, music, trips, tuition etc.	All PP children attended all class trips and visits, a number of children attended sports clubs and music tuition.	Support to be continued for PP children with SEN as required'	£1614

Where the cost of PP interventions exceeds the PP grant the *difference* is made up from school budget or other grant funding.