

## Pupil Premium Statement – Langham Village School 2018 - 2019

The pupil premium funding is given to schools to support eligible groups of children. Langham Village School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children, adopted or children of service parents. We are required to publish online information about how we have used the premium as part of our pupil premium strategy.

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning.

We aim to provide experiences, support and resources to ensure these children achieve equal progress to other children with similar starting points.

We recognise that with younger children, we need to invest in developing a child's independence in learning, their self-esteem, their speech and communication and supporting them emotionally in order for them to be able to develop as learners and make the progress they deserve.

Summary Information			
School	Langham Village School		
Academic Year <b>2018/19</b>	Total PP budget <b>£19080</b>	LAC (Included in total) <b>£6300 (LAC) 3 pupils</b>	Date of most recent PP review <b>April 2018</b>
Total number of pupils <b>86 (April 2018)</b>	Number of pupils eligible for PP - <b>12</b>	1 service child <b>£300</b>	Date for next PP strategy review <b>September 2018 (new data on attainment)</b>

Current attainment – Academic Year (2017)	
	<b>Pupils eligible for PP in the school</b>
% achieving GLD (Reception)	1 pupil (LAC) achieved GLD in 13 out of 17 areas
% achieving expected standard in Year 1 phonics	2 pupils – 50% passed
% achieving expected standard in Year 2 phonics retakes	100%
% achieving expected or above in end of KS1 reading	4 pupils 25% expected
% achieving expected or above in end of KS1 writing	4 pupils 25% expected
% achieving expected or above in end of KS1 maths	4 pupils 25% expected
% achieving expected or above in end of KS1 RWM	4 pupils 25% expected
% achieving expected or above in end of KS2 reading	1 pupil in year 6 eligible for PP 100% expected
% achieving expected or above in end of KS2 SPAG	1 pupil in year 6 eligible for PP 100% expected
% achieving expected or above in end of KS2 writing	1 pupil in year 6 eligible for PP 0% expected
% achieving expected or above in end of KS2 maths	1 pupil in year 6 eligible for PP 0% expected

<b>In school barriers to attainment for pupils eligible for PP</b>	
<b>Speech and language</b>	Some children including PP children enter Reception with poor speech and language skills- this is evidenced through assessment in Pupil Asset. Reception are taught separately in a small class with a high adult ratio to ensure speech and language opportunities are rich, there is a strong focus on speaking and listening, drama and learning through play. Children therefore make rapid progress in this area.
<b>Fine and gross motor skills</b>	Some children including PP children enter Reception with poor motor skill development – this is evidenced through baseline. Many are unable to hold a pen/pencil/other ‘writing’ implement, correctly. Some children have not had the pre-school skills and experiences for fine motor skill development so this is a barrier to their writing and abilities in other areas, such as art. This year, due to the increased expectations in the assessments at the end of KS1, we are having a firm focus on mark making – we have implemented talk for writing and a cursive script for Reception. As a whole school we having a focus on presentation, and being proud of the work produced and have introduced a ‘Pen License.’
<b>Social skills and confidence</b>	Our induction sessions are very ‘parent’ focused, enabling us to develop a strong working relationship with parents from the start of their involvement with school. We have strong links with a number of pre-school settings and ensure good communication prior to transfer to ensure we are well prepared for the needs of the children coming in to reception. Reception children are taught separately in a very small class of 15 children with a high ratio of adults to promote social skills and confidence and focus on children needing extra input and support. We support social development through the involvement of the PSA and regular Forest Schools sessions. As children progress through the school, we provide additional adult support in class. This enables children who need support or reassurance to receive small group learning, practical tasks which meet their individual needs.
<b>Lack of cultural experiences</b>	As a primary school in rural Norfolk, some of our children have not had access to a range of cultural experiences so find this area difficult to understand. We have a strong international emphasis and good links with schools in other parts of the world. We ensure our assemblies promote a multi-faith and multi-culture understanding. We have an SMSC provision map which illustrates how we support cultural development for all pupils, to include those who receive PP funding.

<b>External barriers to attainment for pupils eligible for PP</b>	
<b>Lack of extra-curricular activities and experiences</b>	See above – where possible and appropriate we fund the residential and after school activities for our PP children to ensure they have similar opportunities to their peers. We organise an annual London residential which is funded for PP children.
<b>Parents needing additional support e.g. housing issues, with children behaviour at home</b>	The support provided by the Cluster FSP enables us to reach out to our disadvantaged families. She is widely known amongst the parents and has worked hard to establish herself as someone who can be trusted. She has been involved with FSP’s where housing, debt, other home issues have become a barrier to attainment for some children. Some parents of PP children are isolated, or highlight their lack of understanding on how to support their child with behaviour or through traumatic/difficult family difficulties.

Outcomes			
	Desired outcomes	What will we do to make this happen?	Success criteria (How we will know this is working)
<b>1. Speech and language</b>	- for children to communicate their needs effectively	All classes have at least 1 TA to support pupils key skill development in class. Adults model effective communication. Daily phonics sessions in Reception and Key stage 1 – with group support for those requiring further input.	<ul style="list-style-type: none"> <li>- EYFS tracker identifies good progress in CLL</li> <li>- Phonics predictions are met at year 1 and year 2</li> </ul>
	- for children to follow simple adult instructions		
	- for children to pronounce sounds correctly		
<b>2. Social and emotional development of children across the school</b>	- for children to develop good behaviours for learning	2 TA's to be trained as Mental Health Champions (4 days supply) Delivery of group and individual sessions, nurture and emotional wellbeing focus Consistent adults in classes to support all aspects of learning All children to access an annual residential and after school activities	<ul style="list-style-type: none"> <li>- Reduction in behaviour incidents in school</li> <li>- PP children access to clubs, after school activities</li> <li>- All PP children attend trips</li> <li>- Forest schools for all children across the year</li> <li>- HT monitoring shows high level of pupil engagement in lessons</li> </ul>
	- For children to work collaboratively		
	- For children to follow simple adult instructions		
	- For children to develop strategies to manage the way they feel		
	- For children develop successful relationships and friendships outside of school		
<b>3. Family support</b>	- for parents to see the school as a support network,	Parents freely share information with the school when things are difficult or change at home – actively seek support School to have open door policy so parents ask for financial support for trips, holiday activities, music tuition etc	<ul style="list-style-type: none"> <li>- High parental engagement in school; happy to share their worries with school, so they can be sorted/supported quickly</li> <li>- High parental involvement in school activities – encourage parents to engage with learning</li> </ul>
<b>4. In class support</b>	- for children to learn in small groups if possible - for children to develop strong relationships with adults who support them - For children to achieve their full academic potential and meet targets set	At least one TA in each class every morning, their support is planned for by class teacher. Pastoral TA to support if appropriate for children who may be 'struggling'. TA's to support where appropriate for interventions Adults to support children effectively – to get to know them well to enable high level of support in learning TA's access regular training through the Cluster and Cromer Ridge	<ul style="list-style-type: none"> <li>- Children achieve their targets</li> <li>- planning identifies high quality support</li> <li>- HT monitoring identifies high quality teaching and learning</li> <li>- TA's well trained, able to provide high quality support, children make at least expected progress</li> </ul>

Chosen action/approach	Desired Expenditure	Purpose	Outcome
<b>TA support for classes – group learning and interventions.</b>	£11080	To ensure children are coached in class with appropriate skills to access mainstream learning. To support staff to develop children to move beyond compliance to self-regulation. To provide additional support to children identified by class teachers and SENDco as requiring Social, Emotional and Mental Health support as a primary need	Children able to access learning in mainstream class and to be able to demonstrate appropriate progress in reading Writing and Maths. Children able to demonstrate behaviour for learning skills.
<b>Advice and support services from Educational Psychologist/Learning Support Teachers (S Wild &amp; CEPP)</b>	£3000	To ensure identification of barriers to learning are addressed. For staff to have specific strategies to support learning for children with SEND	For children with SEND to make good progress appropriate to their needs
<b>Pastoral Support</b>	£3000	To provide early help/parenting classes. To identify barriers to children’s learning including domestic issues. To provide positive behaviour management strategies.	Increased levels of engagement of families. Decrease in number of families requiring statutory social care intervention. Attendance remains high. Children accessing Family Support Worker make accelerated progress.
<b>Enhance Activity Involvement</b>	£1000	Subsidy for trips – PP Payment for holiday and after school clubs - PP	
<b>Renewable resources and training for phonic teaching Phonics training for Year 1 parents</b>	£1000	High quality resources enhance the quality of teaching. Training for new staff so that the systematic approach is maintained. To work with families to ensure the schools approach to reading is understood.	Children entering school with poor reading are swiftly identified. Teaching of reading is of a consistently high standard. New members of staff are quickly able to teach at a skilled level. Children develop as independent readers and use their skills for reading for pleasure and across the curriculum. Improve current prediction of children on track to pass phonic check

Provision Mapping is reviewed on a termly as pupil progress is monitored.  
This plan will be reviewed and evaluated in Sept 2018

If you would like to comment on this expenditure plan please email [head@langham.norfolk.sch.uk](mailto:head@langham.norfolk.sch.uk)