



Pupil premium strategy statement

Article 28- Every child has the right to an education

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Longsight Community Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils – Oct 2020 census	29% (61 children) indicative
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	17/11/21
Date on which it will be reviewed	October 2022
Statement authorised by	R Ahmed
Pupil premium lead	R Ahmed
Governor / Trustee lead	E Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82045
Recovery premium funding allocation this academic year	£9860 indicative
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,906 (PP) £7327 (Catch up P)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£124,138

Part A: Pupil premium strategy plan

Statement of intent

- Carefully ring fence the funding so that we always spend it on the target group of pupils
- Never confused eligibility for the Pupil Premium with low ability, and focus on supporting disadvantaged pupils to achieve their full potential
- Draw on research evidence (such as the Sutton Trust toolkit4; and Education Endowment Foundation) and evidence from our experience to allocate the funding to the activities that are most likely to have an impact on improving achievement
- To raise achievement (attainment and progress) of all pupils eligible for Pupil Premium so that their performance is narrowing the gap with their non-Pupil Premium peers nationally.
- Thoroughly analyse and monitor underachieving Pupil Premium pupils in English (reading and writing) and; mathematics to identify children making less than expected progress
- Know the importance of ensuring that all first quality day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- Use achievement data frequently to monitor interventions or techniques to ensure the gap for attainment and progress is narrowed for disadvantaged pupils
- Deliver ongoing CPD for Teaching Assistants to ensure a consistent and robust approach to interventions is followed
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they can improve it. Thus ensuring children become active independent learners
- Ensure that a designated senior leader has a clear overview of how the funding is being allocated and to monitor and review the impact on disadvantaged pupils

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Low attainment Year 1, Reading, Writing and Maths.</i>
2	<i>Low attainment in Year 6, Reading, Writing and Maths.</i>
3	<i>Baseline assessments are showing gaps in most year groups. Year 1 Maths Year 2 Reading and writing Year 3 Writing Year 4 Reading</i>

	<p><i>Year 5 Maths</i></p> <p><i>Year 6 Writing and Maths</i></p>
4	<i>Due to disrupted learning, disadvantaged SEND children require intense support to make good progress in terms of their small step targets and long term SEND objectives</i>
5	<i>25% of disadvantaged children are also SEND and the attendance of a number of these children is low.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To narrow the gap in the above year groups to be in line with the peers.	Outcomes of disadvantaged children in Year 1 and 6 meets our overall target.
That disadvantaged SEND children make good progress in relation to their small steps targets and long term SEND objectives.	Targeted children reviews and outcomes show good progress had been made.
To ensure attendance is in line or above non-disadvantaged peers.	Attendance of disadvantaged children are in line with or above the rest of the cohort
That disadvantaged children have full access to the enrichment and extra-curricular curriculum.	60% or more of disadvantaged children access afterschool clubs and take part in all trips and enrichment events

Activity in this academic year
 This details how we intend to spend our pupil premium (and recovery premium funding)
this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 51,724 **salaried cost**

Activity	Intended Impact	Challenge number(s) addressed
Implement 3 year Voice 21 programme. Each stage will last for a year and containing a carefully-constructed blend of professional development and bespoke support. We will work with our oracy teaching and learning experts from Voice 21 to identify and address your specific needs and ambitions for oracy, both in classrooms and across school, supporting us to meet the Oracy Benchmarks. (£7500)	To improve speaking, fluency, vocabulary and hence reading and writing across all year groups.	1-3
Use of school PE coaches to increase the amount of physical activity opportunities for all children with a focus on disadvantaged children. Clubs will be 80% sport focused (£44224)	To increase the amount of physical activity opportunities for all children. To ensure that children are accessing high quality extracurricular sports activities that may not be available to them outside school.	4
Book scrutinies to take place to monitor the level of challenge disadvantaged children are experiencing and ensuring high expectations across all subjects.	That disadvantaged children are held back by low expectation and that lessons and work is pitched so that good or better progress is made.	1-3
To create an effective learning environment to improve the learning outcomes of PP and PP with SEND. <ul style="list-style-type: none"> Working walls are used effectively and reflect current working Embed RRSA displays that are child-centred Visual timetables are used daily Growth Mindset displays to develop behaviour for learning Additional table/class resources are available and directed to children with SEND. 	That the learning environment is conducive to independent learning, increased pace of learning, better interaction with peers and good or better progress.	1-3
To undertake learning walks with a focus on disadvantaged children.	Disadvantaged children are making good or better progress in class and their books evidence good progress.	1-3
Pupil progress meeting action plans with a focus on disadvantaged children.	Targeted support for disadvantaged children is timely and has a positive impact on progress.	1-3

Outdoor Learning (OL) lead to complete training and deliver training and sample lessons to all staff and support outdoor learning activities going forward	That children use the outdoor space developing their creativity, problem-solving, independence and confidence.	1-4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £41,903

Activity	Intended Impact	Challenge number(s) addressed
To implement the School Led tutoring programme to support children who require catch up following COVID disruption.	That targeted children make good or better progress and narrow the gaps in learning due to COVID closures and disrupted learning time. The focus of the gaps will be reading, writing and maths.	1-3
Teacher led targeted small group PM tuition supported by Junior Jam (Catch up/recovery premium)	That targeted children make good or better progress and narrow the gaps in learning due to COVID closures and disrupted learning time. The focus of the gaps will be reading, writing and maths	1-3
Targeted disadvantaged pupils to have regular reading, phonics, writing and maths intervention. Regular monitoring of intervention groups or 1-1 to ensure quality of delivery to inform next steps.	Targeted children in both KS1 and those who did not pass the phonics screener in KS1 make good or better progress in reading and phonics.	1-3
To use our Nurture Room to provide a safe, predictable and structured space to further the child with their emotional and social development.	That SEND and children who require additional SEMH or Language and Communication support have access to high quality provision and make progress in relations to their small step targets.	4
TAs to deliver small group intervention to reinforce classroom learning.	Children who may have not fully understood or made progress in core subject sessions will make progress once learning has been reinforced.	1-3
TAs will be working one-to-one with a Year 1 children using the Fischer Family trust literacy programme (FFT). This is targeted children who do not have the skills to access group programmes. 15-20 minutes daily for 10-20 weeks	The aim with FFT Wave 3 is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class /group teaching.	1-3

All staff are fully trained in the FFT programme.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31,959

Activity	Intended Impact	Challenge number(s) addressed
To develop a well-being strategy for children that will support their health and well-being both in school and at home.	<ul style="list-style-type: none"> Promote positive mental and emotional wellbeing by providing information and support. Create a shared understanding of all aspects of mental health Enable those with mental health related issues to self-disclose and seek support in a safe confidential manner. Offer guidance and strategies, along with the support of our Mental Health First Aider, to support pupils and staff to be mentally healthy. Create a culture to support and maintain positive mental health and wellbeing. 	1-3
Ensure that extra-curricular activities are offered to disadvantaged children, to support their physical and learning needs and support creativity	<ul style="list-style-type: none"> To help children to develop their social skills and learn how to work in a team to achieve a shared goal. To allow children the opportunity to explore different areas of interest, increase self-confidence, build leadership skills and improve learning outcomes. 	1-3
Family Support worker - Well-Being worker to support behaviour/Breakfast Club and lunchtime provision and parents	<ul style="list-style-type: none"> The disadvantaged children have a nutritious breakfast so they are ready for the school day Children and families who are experiencing long- or short-term difficulties access emotional and practical help and advice. Relationships built mean that children are confident attending school every day and making good progress and that families are able to support their children and access support for themselves. 	4
Implement an effective parental engagement plan focusing on home learning. Behaviour support, mental health and well-being and healthy lifestyles.	<ul style="list-style-type: none"> Children feel connected to their parents/carers, families and communities Children feel safe, secure, supported and are ready to learn. Parents/carers supported by the school and other agencies, they feel connected to their child and more prepared to support their child. 	1-5
Daily attendance monitoring and fortnightly PA monitoring. Plans and support and rewards for disadvantaged children	<ul style="list-style-type: none"> That children attendance school regularly and are in line or above the whole cohort. That children have positive relationships with adults and are motivated to learn Swift action prevents children becoming a persistent absentee. 	5
All children who require uniform or school wear	<ul style="list-style-type: none"> Children feel confident attending school and their uniform needs are met. 	5

will have access to complementary clothing.		
Annual Year 6 residential to support learning and team building, self-confidence and resilience.	<ul style="list-style-type: none"> • Provide inspiration and help to improve creativity amongst pupils across a whole range of subjects. • Student leadership skills emerge in a residential environment to move pupils out of their perceived comfort zones and facilitate a new learning and social environment. • Impact they can have on the progress of lower-attaining pupils, who may have difficulties with concentration and engaging in a classroom environment. 	1-3
Use the FSM tracker to ensure all families who could be eligible to apply for FSM funding.	FSM tracker to identify FSM and increase funding to support disadvantaged children.	5

Total budgeted cost: £ £125,586