



## Pupil premium strategy statement: Llangrove CE Academy

### What is Pupil Premium?

The Pupil Premium Grant (PPG) has been awarded to schools since April 2011. For the current academic year (2015 - 16) primary schools will receive a sum of £1320 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who are, or have been in care (LAC) are supported by a grant of £1900.

### Why is it important?

The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant and help them to achieve their potential.

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	LLANGROVE CE ACADEMY				
<b>Academic Year</b>	2016/2017	<b>Total PP budget</b>	£12,920	<b>2015-2016 PP Review date:</b>	June 2016
				<b>Date of most recent PP Review:</b>	January 2017
<b>Total number of pupils</b>	52 (Sept '16)	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	Sept 2017
	54 (Jan '17)				

  

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Whole School (including PP)</i>
<b>% making expected progress in reading, writing and maths</b>	100%	91%
<b>% making expected progress in reading</b>	100%	87%
<b>% making expected progress in writing</b>	100%	99%
<b>% making expected progress in maths</b>	100%	87%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Some PP children, across the school, lack enrichment opportunities which can prevent the development of vocabulary and knowledge – this directly effects reading and writing attainment and progress.	
<b>B.</b>	Social, emotional and behavioural issues for key children across the school have a detrimental effect on their academic progress.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Accessibility to extra - curricular experiences can be more restricted owing to finances.	
<b>D.</b>	Some parents experience difficulties supporting pupils with homework.	
<b>E.</b>	Some parents have limited access to the internet to enable pupils to access school computer programs such as 123 Maths, SPaG.com.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	Improved attainment and progress in reading and writing for PP children across all year groups to match national data, especially in KS2.
<b>B.</b>	Improved behaviour and emotional resilience for targeted pupils.	Fewer incidents recorded for these pupils on the school system.
<b>C.</b>	Accessibility to extra - curricular experiences is not restricted because of finances and the extra interest will be seen throughout the pupils work and discussions.	Pupils will be able to attend a wider range of extra - curricular experiences and the impact of this will be seen in their work and discussions.
<b>D.</b>	Parents of pupils eligible for Pupil Premium Funding are engaged in their child's learning and can support them to complete work at home.	Increased parental involvement and dialogue with school. Parents feel enabled to support pupils at home.
<b>E.</b>	Pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 have access to the internet to allow them to enhance their learning through research or engagement with internet – based learning programs.	All pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 are provided with opportunities to use the internet to complete projects or access programs such as 123 Maths and SPaG.com.

## 5. Planned expenditure

Academic year

2016 - 2017

*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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Person/s overseeing	When will you review implementation?
A) To improve handwriting, reading and spelling skills for identified PP children and the whole school.	<p>Materials to support the implementation of THRASS intervention groups. Together with teacher training.</p> <p>Handwriting scheme PenPals is implemented across the keystages</p>	<p>The setting up of THRASS spelling intervention scheme for KS2 was hugely successful in 2015-2016 and the PP children responded well to the daily/weekly routine. TAs and teachers noticed the improvements in knowledge and application as children progress.</p> <p>PenPals is established as the schoolhandwriting scheme ensuring continuity and clear handwriting expectations</p>	<p>Through regular work scrutiny and observations to ensure the initiatives have had significant impact on pupil progress.</p> <p>To continue with further teacher CPD.</p> <p>Pupils achievement and progress is assessed using ARE learning objectives for handwriting.</p> <p>Classroom Monitor is used to assess and monitor</p> <p>Book monitoring to ensure use of Thrass spelling strategies and learning walls to ensure Thrass resources are provided</p>	<p>Executive Heads</p> <p>English Coonator for HMFA</p> <p>Head of school</p>	Sept 17
A) Enable children to access all areas of the curriculum regardless of their ability.	TA support in all classrooms.	This support has led to a marked improvement in the children's ability, enabling them to be able to take part and achieve within all areas of the curriculum.	<p>TA staff performance reviews</p> <p>Pupil Premium self-review of TA classroom support to be commissioned in June 2017</p> <p>Learning walk by Executive Heads / SLT &amp; SEND co-ordinator</p> <p>Use of Classroom monitor and assessment analysis monitors progress made on a termly basis.</p>	<p>Executive Heads</p> <p>Head of School</p>	Sept 17

A) To narrow the gap between attainment in reading and writing for identified pupils.	1:1 and small group support for PP pupils in reading, writing and maths, in addition to standard lessons.	Providing 1:1 extra support to PP pupils with qualified staff has been shown to be effective.	Organise timetable to ensure staff delivering provision, have sufficient preparation and delivery time.	Executive Heads Head of School	Sept 2017
A) & B). To improve behaviour, develop team-skills and gain in confidence.	Forest School, adult led by a trained TA. Activity based intervention, focussing on developing social and emotional understanding including additional resources.	Our Forest School Curriculum is delivered weekly on a fortnightly rota basis for KS1 and KS2. This has enabled our pupils to be given the time and space they need to discover, experiment and consolidate through play and facilitated experiences and learn new skills.	A Pupil Premium self-review to be commissioned in June 2017	Executive Heads Head of School Forest School Leader	Sept 2017
<b>Total budgeted cost</b>					£9,420

<b>ii. Targeted support</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>Person/s overseeing</b>	<b>When will you review implementation?</b>
<b>D)</b> Build parent partnerships and engage parents in pupils learning.	Increase parent involvement and dialogue with school.	In order to improve parental involvement and dialogue with school, parents will be invited into school to attend parent consultations/open classes which empower them to support their pupils at home.	Follow up meetings/dialogue with parents to ensure parents are updated on pupil progress and are given the opportunity to discuss any concerns they may have.	Executive Heads Head of School	Sept 2017
<b>B)</b> To support some PP children who have social, emotional and behavioural issues. This support will improve behaviour, progress and attainment problems.	Staff sent on external 'Attachment and Trauma' workshop. Supporting looked after, adopted and vulnerable children.	Some of our PP pupils have identified social, emotional and mental health needs due to their environment. This impacts on behaviour and progress and attainment. Play/art therapy enables pupils to have a trusted space to express themselves.	Measure impact in tracking behaviour – school behaviour logs. Regular 'play therapy' meetings with therapists / meetings with parents/carers to discuss behaviour and emotional issues in lessons.	Head of School, class teachers TAs	Sept 2017
<b>Total budgeted cost</b>					£500

<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>Person/s overseeing</b>	<b>When will you review implementation?</b>
<b>C)</b> All children to be able to take part in educational school visits to further their learning outside the classroom and not to be restricted because of finances.	Subsidised school trips, including swimming, educational visits, residential trips and extra-curricular activities including after-school clubs.	Children have been able to access extra-curricular activities alongside their peers – something they may not have been able to do without the financial subsidy. Learning has been enhanced as a result of the educational visits and the swimming lessons have enabled children to develop safe play skills around water.	Meetings with parents to address needs. Trip letters to highlight that parents can seek help to cover financial cost of trips. Funding available for residential and educational visits.	Executive Heads  Business manager  Head of School  Class teachers	Sept 2017
<b>C)</b> To continue to offer recorder music tuition for all pupils. This year to extend the music tuition to other musical instruments free of charge.	Free access to instrumental music lessons for PP pupils. All children are able to receive recorder lessons.	Recorder music tuition continues to be offered this year to all pupils. PP pupils will be offered further music tuition to learn another instrument free of charge with a peripatetic music teacher.	Ongoing feedback from parents. Observing and tracking pupil progress. Discussion with Peripatetic music teacher	Executive Heads  Business manager  Head of School	Sept 2017
<b>C)</b> All pupils given the opportunity to attend extra-curricular activities.	After school clubs are offered to PP children at no cost.	After school clubs are available to all children with no cost to PP children. Clubs have included: Chess, Arts & Craft, Gardening, Sports and Year 6 STATS Clubs.	Ongoing feedback from parents. Comprehensive out of school activity programme. Some targeted clubs will reinforce areas of need (i.e. nurturing, team building, reading and maths).	Executive Heads  Business manager  Head of School	Sept 2017

<b>iii. Other approaches (cont.)</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>Person/s overseeing</b>	<b>When will you review implementation?</b>
<b>E)</b> Enable children to access modern technology and the internet that they may not be able to do at home.	Continued lease of i-Pads to enhance children's learning across the curriculum.	iPads continue the enhancement of learning and offer alternatives to recording of work.  Additional laptops and I-Pads have been particularly useful for children for whom access to modern technology at home has been problematic. Online learning resources enhance out of school learning provision designed to build confidence and raise attainment.	A Pupil Premium self-review to be commissioned in June 2017	Executive Heads  Business manager  ICT Co-coordinator  Head of school	Sept 2017
<b>A)</b> To improve self-esteem, resilience and motivation for Key Stage 2 pupils including PP children.	Moving Targets initiative choreographed by a specialist teacher.	Moving Targets continues to be an excellent tool for raising self-esteem, resilience and motivation for Key Stage 2 pupils. Pupils choose a theme and music for a dance which they choreograph with a specialist teacher. It culminates in pupils performing their dance in a celebration at The Courtyard Theatre, Hereford in front of parents.  This builds confidence in the less confident children; develops self-esteem and develops skills of working as part of a team.	A Pupil Premium self-review to be commissioned in June 2017. Ongoing feedback from parents.	Head of School  Class teacher  Lead PE teacher	Sept 17
<b>Total budgeted cost</b>					<b>£3000</b>

6. Review of expenditure				
Previous Academic Year		2015 - 2016		
i. Quality of teaching for all				
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
To improve handwriting, reading and spelling skills for identified PP children.	Materials to support the implementation of THRASS intervention groups and CPD for staff.	The setting up of THRASS spelling intervention scheme for KS2 has been hugely successful and the PP children have responded well to the daily/weekly routine. TAs and teachers are noticing the improvements in knowledge and application as children progress and through work scrutiny and observations it is evident that the initiatives have had significant impact on pupil progress.	To continue with the successful strategy in 2016/17.	£500
The Forest School Curriculum was delivered on a weekly basis for the whole school. This has enabled our PP pupils to be given the time and space they need to discover, experiment and consolidate through play and facilitated experiences and learn new skills.	Forest School Programme: continued CPD and provision.	PP children as well as the whole school have gained in confidence and are more able to persevere with tasks they have previously found challenging. They have developed skills of working as part of a team, decision-making, sharing with others and using their initiative. These skills are also being transferred to more academic subjects.	No further training required but provision and CPD to continue.	£200

A marked improvement in the children's ability to enjoy and achieve within all areas of the curriculum.	Extra TA Support in classrooms to include: Support and intervention groups for literacy and numeracy. Support for children struggling with phonics to enable them to pass the Phonics Screening Test.	TA support enables children to access all areas of the curriculum regardless of their level of ability. This has led to a marked improvement in the children's ability to enjoy and achieve within all areas of the curriculum.	To continue in 2016/17	£7,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All children to attend educational school visits to further their learning outside the classroom and not to be restricted because of finances.	Subsidised school trips, including swimming, educational visits	Children have been able to access extra-curricular activities alongside their peers – something they may not have been able to do without the financial subsidy. Learning has been enhanced as a result of the educational visits and the swimming lessons have enabled children to develop safe play skills around water.	To be continued in 2016/17.	£200
All pupils given the opportunity to attend extra-curricular activities.	Recorder music lessons available to all children.	Recorder music tuition continues to be offered this year with a peripatetic music teacher.	Extra-curricular activities to be extend to after-school clubs in 2016/17	£500

<p>Enable children to access modern technology and the internet that they may not be able to do at home.</p>	<p>Lease of ipads to enhance children's learning across the curriculum.</p> <p>Additional purchase of iPads and laptops.</p>	<p>Ipads continue the enhancement of learning and offer alternatives to recording of work.</p> <p>Additional laptops and have been particularly useful for children for whom access to modern technology at home has been problematic.</p> <p>Online learning resources enhance out of school learning provision designed to build confidence and raise attainment.</p>	<p>Lease of ipads to continue in 2016/17</p>	<p>£6,200</p>
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### 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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)