



## 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 £2,300 (increased 1.4.18). Service children receive £300.

### 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>	2019/2020	<b>Total PP budget</b>	£17,497.91	<b>2019-2020 PP Review date:</b>	June 2020
				<b>Date of most recent PP Review:</b>	August 2020
<b>Total number of pupils</b>	68 August 2020	<b>Number of pupils eligible for PP</b>	18	<b>Date for next internal review of this strategy</b>	January 2021

2. Current attainment - End of KS2 (2019 – 2020)	
<b>% reaching expected standard in reading, writing and maths</b>	Due to Covid-19, we have been unable to fully assess the progress of PP children in 2019/20. After giving the children a suitable time to settle in, we will be administering tests in Maths, Reading and Writing to identify and monitor the progress of PP children termly in 2020/21.
<b>% reaching expected standard in reading</b>	
<b>% reaching expected standard in writing</b>	
<b>% reaching expected standard in maths</b>	

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

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| <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.   |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

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| <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, Nessy. |
| <b>F.</b> | Some pupils do not always have a healthy diet which can limit focus and concentration in class.  |

### 4. Desired outcomes

	<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.
<b>F.</b>	Increased focus in class with improved learning. Encouraging healthy eating and diet.	Pupils eligible for free school meals also have the opportunity for free school milk. KS2 FSM pupils receive a hot meal every day.

## 5. Planned expenditure

**Academic year**

**2019 - 2020**

*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.	Materials to support the implementation of high quality intervention to support children. Together with teacher training – Talk4Writing; Talk4Reading; Floppy Phonics & Thrass Handwriting scheme PenPals handwriting is implemented across the key stages. Daily/weekly handwriting sessions, linked to spelling rules & patterns	The setting up of THRASS spelling intervention scheme for KS2 was hugely successful in 2018-2019 and the PP children responded well to the daily/weekly routine. TAs and teachers noticed the improvements in knowledge and application as children progress. PenPals is established as the school handwriting scheme ensuring continuity and clear handwriting expectations	Through regular work scrutiny and observations to ensure the initiatives have had significant impact on pupil progress. To continue with further teacher CPD.  Pupils' achievement and progress is assessed using learning objectives for handwriting.  Classroom Monitor is used to assess and monitor.  Book monitoring to ensure use of T4W and Thrass spelling strategies to ensure spelling methods and rules are taught and applied progressively	Executive Heads  English Coordinator for HMFA  Head of school	August 2020
A) To improve Maths and number skills for identified PP children and the whole school	KS1 & KS2 Staff to attend Maths Puzzle day training sessions (Mastery Style) Daily Basic Skills maths sessions Small group &/or 1:1 support with teacher or TA	To improve the delivery of mastery style teaching and learning.  Those students that do not achieve Mastery are given additional support in learning. This cycle continues until they accomplish Mastery, and they may then move on to the next stage. This has led to an improvement in the children's Maths ability. Children become more independent in use of strategies to help maths skills and ability.	Through regular work scrutiny and observations to ensure the initiatives have had significant impact on pupil progress.  To continue with further teacher CPD.  Daily Basic skills maths sessions - differentiated  Intervention <i>123 Maths</i> used All pupils have access to TT Rockstars in school and at home to develop times table skills & recall Pupils' achievement and progress is assessed using learning objectives. TAs in KS1 & KS2 classes to apply strategies learnt on training with staff and pupils	Executive Heads  Maths Coordinator for HMFA  Head of school	August 2020

<p>A) Enable children to access all areas of the curriculum regardless of their ability.</p>	<p>TA support in all classrooms throughout the school day and in all curriculum areas/activities Intervention groups for English and Maths</p>	<p>This has led to a marked improvement in the children's ability to be supported as they take part and achieve within all areas of the curriculum.</p> <p>It has enhanced the literacy and numeracy skills of children who attract pupil premium funding and develop an increased sense of confidence and independence when attempting tasks.</p>	<p>TA staff performance reviews Pupil Premium self-review of TA classroom support.</p> <p>Learning walk by Executive Heads / SLT &amp; SEND co-ordinator/ Governors and Paul Longden.</p> <p>Use of Classroom monitor and assessment analysis monitors progress made on a termly basis.</p>	<p>Executive Head</p> <p>Head of School</p> <p>SEND co-ordinator</p>	<p>August 2020</p>
<p>A) To narrow the gap between attainment in reading, writing and Maths for identified pupils.</p>	<p>1:1 and small group support for PP pupils in reading, writing and Maths, in addition to standard lessons.</p>	<p>Providing 1:1 extra support to PP pupils with qualified staff has been shown to be effective.</p>	<p>Organise timetable to ensure staff delivering provision, have sufficient preparation and delivery time.</p> <p>Talk4reading, Talk4Writing, Tara Maths and Maths Mastery used to support teaching and learning</p>	<p>Executive Heads</p> <p>Head of School</p>	<p>August 2020</p>
<p>A) &amp; B). To improve behaviour, develop team-skills and gain in confidence.</p>	<p>Forest School, adult led by a trained TA. Activity based intervention, focussing on developing social and emotional understanding including additional resources.</p>	<p>Our Forest School Curriculum is delivered weekly on a half-termly 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.</p>	<p>CPD for the Forest School staff team, lead by FS leader. FS Leader to attend workshops and training</p> <p>Forest Lead supported by Teacher and TAs during sessions</p> <p>Membership of Forest School to support CPD</p> <p>Equipment and resources purchased to ensure pupils activities are fully resourced and so that skills can be fully learnt Observation of pupils' social and emotional development.</p>	<p>Executive Head</p> <p>Head of School</p> <p>Forest School Leader</p>	<p>August 2020</p>
<p><b>Total cost</b></p>					<p><b>£13,235</b></p>

ii. Targeted support					
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?
D) Build parent partnerships and engage parents in pupils learning.	Increase parent involvement and dialogue with school.	<p>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.</p> <p>Weekly school newsletter informs parents of learning</p> <p>Curriculum overviews are shared with parents on website and their achievements shared via Tapestry (Reception pupils)</p>	<p>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.</p> <p>Weekly newsletter include photos &amp; examples of activities and work achieved by pupils. English &amp; Maths focuses shared.</p> <p>Parents can comment on pupils work on SeeSaw in Y2-y6 Reception pupils can access and add to Tapestry.</p>	<p>Executive Head</p> <p>Head of School</p>	August 2020
A) To improve Maths and number skills for identified PP children and the whole school.	<p>Selected PP children to attend Maths Ambassador training.</p> <p>Implementation of strategies from Maths Mastery and Tara Maths planning to support skills and</p>	<p>This will be a hugely rewarding experience for the children as they gain in confidence in their own mathematical understanding through the teaching of basic mathematical concepts. Also helping to support the learning of others is particularly important as studies have repeatedly shown that children learn more from their peers than in any other way.</p> <p>Daily &amp; Weekly planning, including daily Basic Skills.</p>	<p>Through regular work scrutiny and observations to ensure the initiatives have had significant impact on pupil progress.</p> <p>Pupils achievement and progress is assessed using learning objectives for Maths and tracked using Classroom monitor</p>	<p>Executive Head</p> <p>Head of School</p> <p>Maths Coordinator for HMFA</p>	August 2020
No cost this year due to COVID					

<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 Head  Business manager  Head of School  Class teachers	August 2020
<b>C)</b> To continue to offer music tuition with peripatetic music teacher.	Free access to instrumental music lessons for PP pupils (on a termly basis)	PP pupils will be offered music tuition to learn an instrument free of charge with a peripatetic music teacher.	Ongoing feedback from parents. Observing and tracking pupil progress.  Discussion with Peripatetic music teacher	Executive Head  Business manager  Head of School	August 2020
<b>C)</b> All pupils given the opportunity to attend extra-curricular activities.	Teacher-led 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, Cookery, Arts & Craft, Gardening, Sports, Golf and Year 6 SATS SPaG 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 Head  Business manager  Head of School	August 2020

iii. Other approaches (cont.)					
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?
<b>E)</b> Enable children to access modern technology and the internet that they may not be able to do at home.	Continued use of I-Pads to enhance children's learning across the curriculum.  The use of specific apps to support the children's learning and narrow the gap with their peers. i.e. 123-Maths, TT Rockstars, and Nessy online resource for pupils	I-Pads 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.	Monitor the use of I-Pads and the data in reading, writing and maths.	Executive Heads  Business manager  ICT Co-coordinator  Head	August 2020
<b>A)</b> To improve self-esteem, resilience and motivation for Key Stage 2 pupils including PP children.	Moving Targets initiative choreographed by specialist PE teacher and in collaboration with HMFA teachers	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 Carried out in June 2019.  Ongoing feedback from parents and pupils	Head of School  KS2 Class teacher  Lead PE teacher	August 2020  <a href="#">Did not take place due to COVID</a>
<b>F.</b> Increased healthy diet	Free school milk for PP children aged 5 and above.  Free hot lunches for eligible children	Increased focus on learning and health.  Increasing concentration	Children enjoy their free milk and hot lunches.  To monitor uptake of milk and FSM.	Head of School  Business Manager  Class teacher	August 2020
				<b>Total cost</b>	<b>£4,263</b>

6. Review of expenditure				
Previous Academic Year		2018 - 2019		
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 £8,923
To improve handwriting, reading and spelling skills for identified PP children.	Materials, e.g. Thrass 'Sound cards' and resources to support the implementation of daily handwriting and spelling including small groups and CPD for staff.  The children have a daily phonics/spelling session. Planning follows the national Curriculum and Year group expectations	To build on the positive results in reading and writing from 2018/19 and to ensure access to training and resources for both initiatives are continued.  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.	Children will continue to have daily handwriting sessions using PenPals letter formation.  TAs and teachers are noticing the improvements in knowledge and application as all children progress and through work scrutiny and observations it is evident that the initiatives have had significant impact on pupil progress.  Identified children have shown increased confidence and independence.	
A) To improve Maths and number skills for identified PP children and the whole school	TA Staff to attend Maths Puzzle day training sessions (Mastery Style)	To improve the delivery of mastery style teaching and learning.  Those students that do not achieve mastery were given additional support in learning. This cycle continues until they accomplish mastery, and they may then move on to the next stage. Through regular work scrutiny and observations to ensure the initiatives have had significant impact on pupil progress.  To continue with further teacher CPD.  Pupils' achievement and progress is assessed using learning objectives.	Children will continue with mastery style learning in 2019/20  This style of learning has led to an improvement in the children's Maths confidence and independence.	



A) Enable children to access all areas of the curriculum regardless of their ability.	TA support in all classrooms.	This has led to a marked improvement in the children's ability to be supported as they take part and achieve within all areas of the curriculum.  Learning walk by Executive Heads / SLT / Governors & SEND co-ordinator Use of Classroom monitor and assessment analysis monitors progress made on a termly basis.	TA support will continue in all classrooms in 2019/20.  This support for identified children and the whole school has led to a marked improvement in ability, confidence and independence.	
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.	Identified pupils have shown increased ability, confidence and independence.  We will continue to offer this level of 1:1 support in 2019/20.	
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 half-termly 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.	Pupils have benefited from enjoying the outdoor space and learning through discovery and play.  These sessions will continue to benefit the children in 2019/20.	
<b>ii. Targeted support</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 £42</b>
D) 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.	To be continued in 2019/20.  Increased parent involvement and dialogue with school has meant we have been able to support children and their families quickly and effectively.	

A) To improve Maths and number skills for identified PP children and the whole school.	Selected PP children to attend Maths Ambassador training.	To continue to enhance the numeracy skills of children who attract pupil premium funding and develop an increased sense of confidence and independence when attempting tasks.  To also support the learning of others, is particularly important as studies have repeatedly shown that children learn more from their peers than in any other way.	To be continued in 2019/20.  This was a hugely rewarding experience for the children as they gain in confidence in their own mathematical understanding through the teaching of basic mathematical concepts.  Studies have also shown that children learn more from their peers than in any other way.	
<b>iii. Other approaches</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 £1,860</b>
C) 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.	Pupils have enjoyed taking part in a variety of extra-curricular activities and sporting events. Pupils were observed to confidently participate in activities and to interact well with pupils from different schools. They were proud of their achievements.  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.  This financial support will be offered again in 2019/20.	
C) To continue to offer music tuition with peripatetic music teacher.	Free access to instrumental music lessons for PP pupils.	PP pupils will be offered music tuition to learn an instrument free of charge with a peripatetic music teacher.	To continue in 2019/20.  Pupil premium children have the opportunity to learn a musical instrument. something they may not have been able to do without the financial subsidy.	
C) All pupils given the opportunity to attend extra-curricular activities.	After school clubs are offered to PP children at no cost.	Teacher-led After school clubs are available to all children with no cost to PP children. Clubs have included: Chess, Arts & Craft, Gardening, Sports, Golf and Year 6 STATS Clubs.	Extra-curricular activities and after-school clubs will continue to be offered in 2019/20.  Pupils have enjoyed taking part in a variety of extra-curricular activities with others in their peer group.	

<p><b>E)</b> Enable children to access modern technology and the internet that they may not be able to do at home.</p>	<p>Continued use of i-Pads and APPs to enhance children's learning across the curriculum.</p>	<p>Laptops and I-Pads have been particularly useful for children for whom access to modern technology at home has been problematic.</p>	<p>The use of I-pads and on-line resources to be continued in 2019/20. I-Pads continue the enhancement of learning and offer alternatives to recording of work. Online learning resources, such as 123 Maths, Nessy and TT Rockstars enhance out of school learning provision designed to build confidence and raise attainment</p>	
<p><b>A)</b> To improve self-esteem, resilience and motivation for Key Stage 2 pupils including PP children.</p>	<p>Moving Targets initiative choreographed by a specialist teacher.</p>	<p>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.</p>	<p>To continue in 2019/20. Moving Targets continues to be an excellent tool for raising self- esteem, resilience and motivation for Key Stage 2 pupils.</p>	
<p><b>F.</b> Increased healthy diet</p>	<p>Free school milk for PP children aged 5 and above.  Free hot lunches for eligible children</p>	<p>Increased focus on learning and health.  Increasing concentration</p>	<p>To continue in 2019/20 Children enjoy their free milk and hot lunches.</p>	

## 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)

Any money not currently assigned will be used for Pupil Premium children TA support in the classrooms.