

Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information			
School	Longspee Academy	Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2019-20	Total PP budget	£33440
Total number of pupils	46	Number of pupils eligible for PP	59%
2. Current attainment (Summer 2020 is not available due to COVID)			
	2018	2019	2020
% of pupils making expected progress in writing	50%	59%	
% of pupils making accelerated progress in writing	34%	34%	
% of pupils making expected progress in reading	50%	49%	
% of pupils making accelerated progress in reading	34%	44%	
% of pupils making expected progress in maths	38%	59%	
% of pupils making accelerated progress in maths	43%	26%	
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	Pupils with SEMH and/or ASC as primary need and additional needs including learning difficulties, sensory needs etc (all have EHCPs)		
B.	School readiness (low academic and PDBW baselines on entry)		
C.	Low attendance (currently and/or previous school e.g. part time timetable, exclusions = significant gaps in education)		
D.	Delayed language and vocabulary skills (speaking and reading skills)		

External barriers	
D.	Vulnerable families
E.	Pupils do not always arrive at Longspee with the same rich life experiences as other children

3. Intended outcomes *(specific outcomes and how they will be measured)*

A.	Ensure pupils achieve personalised targets in reading, writing and maths
B.	Address barriers that may affect a pupil's ability to access learning and the wider curriculum

4. Planned expenditure

Academic year	2019-2020
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The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Targeted support: to ensure pupils achieve personalised targets in reading, writing and maths.

Desired outcomes	Action/ approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well? When will you review implementation?	Cost	Overall impact
<p>Ensure pupils achieve their personalised targets in core subjects.</p> <p>Enable pupils to make accelerated progress when possible.</p>	<p>Daily reading lessons with teachers targeting the least able pupils</p> <p>GL reading assessment twice a year Pupils to access Nesy reading and spelling intervention for 60 mins a week. Phonics training for all staff</p>	<p>Reading impacts on children's ability to access the whole curriculum and is an essential skill for adulthood. Experienced teachers targeting the least able can have nearly twice the effect on average than a teaching assistant would.</p> <p>Assessment results will support teachers to personalise planning and strategies used.</p> <p>On average pupils accessing Nesy intervention weekly make 1 year 3 months progress in 12 weeks.</p> <p>Pupils have often have gaps in phonic knowledge due to gaps in education. Phonics letter-sound knowledge is the foundation needed to build early reading and writing skills.</p>	<p>Quality assurance of reading records, books and planning- all demonstrate specific skills being taught and pupils making progress. Listening to pupils read, increase in reading for pleasure. Pupils observed reading independently across the curriculum</p> <p>Analysis of GL reading assessment scores.</p> <p>Nesy reports.</p> <p>Quality assurance of planning and books. Lesson observations.</p>	£1000	<p>Ofsted rated the school as Outstanding February 2020.</p> <p>Pupils accessed Nesy and Rapid Reading during lockdown.</p>

	Focus on specific teaching of vocabulary to the pupils Purchase scheme to support Staff training from SALT to support ability to meet individual needs of the pupils	To close the language gap because at the age of 5 disadvantaged pupils are 4.3 months behind their peers and this increases to 9.5 months by the end of primary school.	Topic vocabulary displays. Reading planning demonstrates specific vocabulary teaching and Literacy books show increased understanding.	£250	Ofsted rated the school as Outstanding February 2020. Word Aware (vocab lessons) was introduced in January 2020. COVID prevented measurement of impact.
	Mathematics screening of pupils on entry Daily maths lessons with teacher targeting least able.	To support teachers in identifying gaps and planning individualised learning in maths Experienced teachers targeting the least able can have nearly twice the effect on average than a teaching assistant would.	Entry and exit screen results demonstrate good progress in maths. Quality assurance of maths books and planning.	£250	Ofsted rated the school as Outstanding February 2020. IDL purchased to support teaching of maths. COVID prevented measurement of impact.

Total budgeted cost: £1500

ii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcomes	Action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Cost	Overall impact
To ensure that pupil attendance is not a barrier to learning and PPG attendance is in line with the whole school population	Pastoral team to work with families and the EWO to improve attendance and punctuality of	To ensure attendance is not a barrier to learning and progress as pupils cannot learn if they are not in school. Close collaborative working with outside agencies will help address poor attendance quickly and efficiently.	Attendance of all pupils is above 95%. Evidence of persistent absentees attendance improving	£16000	COVID had a significant impact on attendance. The school remained open for the most vulnerable.

	particular pupils and families.				The pastoral team ensured all parents and carers received a welfare check call, support was provided including food parcels and home visits.
To ensure that pupils' social and emotional needs are met so that they can consistently access learning	Deployment of a team to offer regular support and nurture- B4L, ELSA and Pastoral. Zones of Regulation taught and applied across the school.	The team will support pupils to be able to communicate their emotions and self-regulate using strategies detailed in the pupil's EHCPs and Zones of Regulation.	Children who receive regular support from the team show changes in behaviour in the classroom and decrease in behaviour reports. ELSA – questionnaires completed by all stakeholders and identify one positive change for the duration of the programme. Also compare start and end scores	£16000	Ofsted rated the school as Outstanding February 2020. COVID prevented measurement of impact.
To continue to develop a culture of aspiration within the school for all pupils	Preparation for adulthood is part of the curriculum Offsite enrichment opportunities Develop links with aspirational adults	Children will see the opportunities available to them and will broaden their horizons when thinking of their future and career choices. Aspiration will become an embedded feature of the school and pupils will aim to achieve their best.	Pupil voice – EHCP annual reviews. Discussion shows a greater understanding of the range of career options available to them and what they need to do to achieve them.		Ofsted rated the school as Outstanding February 2020. COVID prevented measurement of impact.
Total budgeted cost £33500					