

PUPIL PREMIUM STRATEGY STATEMENT

Langstone Junior Academy



SCHOOL OVERVIEW

Metric	Data
School name	Langstone Junior Academy
Pupils in school	357
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£149,360
Academic year or years covered by statement	2020 - 2023
Publish date	4 th September, 2020
Review date	4 th July, 2021
Statement authorised by	Jane Bush
Pupil premium lead	Stephne Wessels, Georgina Morton
Governor lead	Irene Baldry

DISADVANTAGED PUPIL PROGRESS SCORES FOR ACADEMIC YEAR 2018-19

Measure	Score
Reading	-3.9
Writing	-1.8
Maths	-2.8

DISADVANTAGED ATTAINMENT FOR ACADEMIC YEAR 2018-19

Measure	Score
Meeting expected standard at KS2	39%
Achieving high standard at KS2	3%

STRATEGY AIMS FOR DISADVANTAGED PUPILS

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading (0)	July 21

Progress in Writing	Achieve national average progress scores in KS2 reading (0)	July 21
Progress in Mathematics	Achieve national average progress scores in KS2 reading (0)	July 21
Other	Improve attitude towards learning	July 21

TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Ensure all staff are trained in and engage with Accelerated Reader
Priority 2	Work with maths hub to develop Maths Leader in order to support staff pedagogy
Barriers to learning these priorities address	To ensure all staff use evidence based whole class mastery approach to learning
Projected spending	£25,000 (<i>Books, software, IT and staff cover</i>)

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	To utilise coaching and mentoring techniques for targeted children in reading and core learning – provided by Assistant Head Teachers
Priority 2	Two more senior teachers assigned to the other year groups to provide pre-teaching where needed
Barriers to learning these priorities address	Gaps and missed learning in reading and core skills
Projected spending	£ £85,000 (<i>Employment of staff to support the cost and cover of this time</i>)

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Develop staff knowledge and capacity to work with a range of emotional needs
Priority 2	Provide breadth in the curriculum through experiences both on site and off

Barriers to learning these priorities address	Improve all children's access to learning and ensure all are emotionally ready to learn
Projected spending	£45,000 (<i>Trip subsidies & nurture team</i>)

MANAGING RISK

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders and HLTAs
Targeted support	Staff absence or lack of consistency in provision	Recruit two further teaching assistants to support cover and bring about consistency in timetables
Wider strategies	Accessing experiences due to Covid restrictions	Adapt and carry out robust risk assessment to ensure safe travel and visit

REVIEW: LAST YEAR'S AIMS AND OUTCOMES

Teaching Priorities for current academic year	<p>Accelerated Reader was successfully launched in 2019 and at the start of this year all children were engaging well and teachers were able to use the tools of assessment to inform teaching. With its success, it was decided to also take on an additional part of the program with MYON which was an online reading tool where children would access books. This was a timely decision as we soon were faced with remote learning and this time children could sustain reading activities with text available online.</p> <p>The impact of this was that upon return, children were clearly able to sustain rates of progress over this time – evidence is available in the schools data and available upon request. There is also a report outlining the overall impact on reading age of classes across the school.</p> <p>With regards to developments in Maths, an identified area for Pupil Premium children, we have had a leadership pair working on guiding all staff through the challenges of missed content and remote learning. These staff worked alongside the maths hub and using the 'Ready to progress' criteria to create progression documents with clear links to resources for all staff. As a result of this work, teachers were able to continue teaching the maths curriculum under difficult circumstances of lockdown. They were provided with expert support from the Maths Leads who disseminated their own findings effectively.</p>
Targeted Academic support for current academic year	<p>Improvements to teaching as a result of support from Assistant Headteachers has led to improved knowledge of pupil premium groups and their performance. Children have benefited from the work of Assistant Head Teachers in driving the pupil premium focus and agenda for all teachers. Their expertise has been used to provide interventions of coaching and mentoring across the school in reading during Autumn term - the priority area identified from last year. This focus changed to providing interventions in maths as a reflection of the impact of the January lockdown.</p>

	<p>Through focused reading and phonics interventions in the Autumn term, teachers identified that pupils felt more comfortable in the classroom and engaged in their learning. They are more confident and independent in tackling tasks. Children are increasingly using the knowledge gained in these sessions within the classroom situation. Where parental support was sought, there was greater engagement than previously. In the summer term, 48% (64 out of 132) of pupil premium children received interventions and of these children, 88% made progress in the area of maths they were focussing on. When in class, it was noted that all children were more engaged in maths, willing to answer questions and explain their thinking.</p> <p>(A detailed report of data is available upon request)</p>
<p>Wider Strategies for current academic year</p>	<p>The Nurture Team of a Learning Mentor and A Home Family Support Worker are partially funded by Pupil Premium and ensure that children are emotionally ready to learn – this has been a huge challenge this year. They have supported at varying levels with 63 children, 73% of these pupils were pupil premium – caseloads are still made up from largely pupil premium children. The support can involve intensive periods of support where a child may become part of their caseload (interventions on self-esteem, anger etc) or temporary short term nurture. During lockdown, this has been invaluable in supporting some of the most vulnerable children and families both remotely and in-school. Before and after the Covid-19 closures, the nurture team built strong working relationships with all pupils. This was extremely helpful particularly to those on their caseloads and more so for their 1:1 pupils and their families. This assisted them, when working with the vulnerable families, once school had closed to them. Structured IBP's for the high profile children were created and the team helped several families with Early Help Assessments, which in turn helped to cement those relationships. These actions helped to provide stability in class for the most vulnerable, offering the chance to go to their safe space to self-regulate when they needed to. This allowed them to reflect, then return to class and engage in their learning.</p> <p>During the Covid-19 closures the pastoral team provided direct support to 55 pupils through providing resources, 1:1 sessions, pastoral support, family support, FSM vouchers and regular check ins. These pupils were identified through weekly discussions with the Local Authority Coordinator and vulnerabilities within school (Tri-venns) and reviewed weekly. 35 of these pupils (64%) were also pupil premium. During Covid Closures, the pastoral team provided the identified vulnerable families Key Worker contact and constant support.</p> <p>Due to Covid restrictions, there were limited off-site activities. However, planned activities through zoom workshops and interactive experiences (such as titanic and science) were used to support learning in school, broadening life experiences for all children.</p> <p>IT became this year an even more valuable resource for all children. This year pupil premium has assisted in ensuring that resources for a stimulating curriculum are available and that children who struggle to engage have access to a range of technology at all times. During remote learning, 31% of</p>

	<p>pupil premium children received technology to support them with their online learning with a further 29% of children attending school during this time. Therefore 60% (78/132) PP children received support and this enabled more children to access learning. Looking at the engagement from week 1 of remote learning (4th January 2021) to week 7 (22nd February 2021), all year groups showed an increase in children completing the majority of work. On average, there was an increase of 35% across the whole school with an increase of 40% for PP children.</p>
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