

## Impact of Pupil Premium Spending

2018 – 2019

Pupil Premium money is split into three areas of need according to the priorities for that individual. These are Academic, Personal Welfare and Enrichment. Many children are reached through more than one of these areas.

**Academic Achievement:** Provisional outcomes for 2018 - 2019

### YEAR 6

	National 2019	Whole School 2019	Pupil Premium 2019	Attainment Gap 2019	Attainment Gap 2018
Read ARE	73%	69%	59% (19/32)	-14	-13
Maths ARE	79%	81%	75% (24/32)	-4	-9
Writing ARE	78%	83%	72% (23/32)	-6	-12

This provisional data (taken from DfE Checking data 2019 with figures for 2018 from School Profile) shows outcomes for July 2019 with some comparative figures to national outcomes and previous year.

Improvements to teaching has led to improved knowledge of pupil premium groups and their performance. Achievement for this group over time is improving. Rates of progress over time remain a focus through regular pupil progress meetings for all year groups. Children have benefited from the work of Assistant Head Teachers in driving the pupil premium focus and agenda for all teachers. Their expertise in class has been used to support all staff in 'quality first' teaching and providing interventions for groups in Year 6. Targeted observations and work scrutiny show that the teaching and learning throughout the school is good. Those children who received conferencing or interventions from the Assistant Headteachers reported that, 'Conferencing helps me to make my writing more descriptive to engage the reader. I have also improved my editing skills and now my writing is more cohesive and makes sense'.

The continued commitment to developing 'Langstone Learners' is that all children are establishing a firm skill set to become confident, competent learners. The impact of this is that the approach is well embedded and has enabled children to talk with confidence about their learning and views.

Training for staff together with the research they have carried out into pre-teaching and writing has lead to improvements seen in books. The mastery approach developed is now being used to inform practice in all areas of the curriculum – it is an approach that has proven popular with the children as they are given the freedom to investigate thinking.

### **Welfare Outcomes:**

The Attendance Officer is partially funded from this money and as such she is always on hand to offer advice and challenge families over the children's attendance. The figures for the school are in-line with National at 96.5%. This is a sustained picture. With regards to those children holding an entitlement to pupil premium, the number of persistent absentees for the whole school consists of 45% PP (this is 8 children). Overall attendance for the PP group remains a target area as it below that of other groups.

The Nurture Team of a Learning Mentor and A Home Family Support Worker are also partially funded by Pupil Premium. They have supported at varying levels with 51 Pupil Premium children supported in this academic year which is 43% of PP children – 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.

The training provided to develop strong social communication has resulted in consistent and applied use of restorative practice with all staff and children developing the skills for the future.

**Enrichment Outcomes:**

IT is a valuable resource for all children but is often a way in to reach a child who may find learning a challenge. 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. The most recent addition is a new bank of laptops.

All year groups plan off site visits to broaden the experiences of children and this in turn leads to opportunities that engage children with the curriculum. These have included trips to Winchester Science Museum, Stansted House, Sea City Museum, Avon Tyrrell, Spinnaker Tower, Butser Farm, Fairthorne, Marwell Zoo and Fort Purbrook. This money has ensured that we remain totally inclusive in our approach by making trips affordable through subsidy or in some cases cost fully covered.

In addition to this, opportunities for onsite learning through visitors and activities such as the Saxons in Y3 and the Natural Disasters in Year 6. This goes hand in hand with the P4C approach which enables all children to create a growth and positive mindset when faced with challenges in their learning.

Money has been spent to ensure a range of after school and extracurricular activities such as the dance club, chess, and the large selection of various sports. The school continues to support children to enable them to attend residential in Y4 and Y6 (Avon Tyrrell and Fairthorne) further developing opportunities for children to explore and challenge the world around them and developing independence.