



What is Pupil Premium?

The pupil premium is a Government grant allocated to individual children from low-income families, criteria includes pupils who have been or are eligible for free-school meals, looked after children, children who have a parent in the services. Schools should use the Pupil Premium to raise the attainment of pupils, regardless of their ability. At The Langley Academy Primary, Pupil Premium resources are allocated following a 'needs-analysis' to identify the individual needs of each pupil. The effectiveness of TLAP's Pupil Premium Provision is reviewed termly by the Local Governing Body.

Pupil Premium Planned Expenditure and Impact 2017-18

Grant received = £31,680	
Total number of pupils on roll (Oct 2017)	98
Total number of Pupil Premium (PP) pupils	24 x 1320 = £31,680
Amount of funding received per PP pupil	£1,320
Total number of Looked After Children (LAC)	0
Total number of Service Family Pupils	0
Summary of plan to spend grant 2017-18	
Objective	
<ul style="list-style-type: none">• To overcome the main barriers to learning, we will effectively use the Pupil Premium Grant to accelerate progress and ensure children meet at least age-expected levels. We aim to narrow the attainment gap between those children who receive the grant and those that do not. We will achieve this by:<ul style="list-style-type: none">○ Improving Quality First Teaching○ Creating an ethos of attainment so that barriers to learning are removed, ensuring all children meet their potential, including the most able.○ Using interventions to create personalised learning experiences○ Improving the attendance and punctuality of PP children○ Supporting children in developing their emotional resilience, motivation and attitude to learning	
Increasing the wider opportunities that pupil premium children receive to enable them to fully participate in all aspects of school life.	

Planned activity record 2017-18				
Objective	Activities	Planned Outcome	Impact	Cost
1. Improve Quality First Teaching	<ul style="list-style-type: none"> • Staff training to promote differentiation and inclusion • Staff training to develop lessons promoting Curiosity, Exploration & Discovery • First Hand Experiences • Additional training for staff to lead effective intervention groups • Additional teacher employed for Year 1 	<ul style="list-style-type: none"> • Good teaching leads to good progress • Children can explain their progress and next steps • All PP children make at least good progress and meet their targets 	<ul style="list-style-type: none"> • Staff training and coaching were implemented with the needs of the pupils and their next steps underpinning the work in the classroom • Outcomes were very positive, all pupils made good progress with 2 pupils in year 1 achieving GD. 	<ul style="list-style-type: none"> • All CPD was internal so no additional costs were incurred <p>Additional teacher cost</p>

<p>2. Creating an ethos of attainment so that barriers to learning are removed, ensuring all children meet their potential, including the most able.</p>	<ul style="list-style-type: none"> • Staff fully aware of pupil's starting points and projected targets • Pupil Progress Meetings focus on the attainment of Pupil Premium children <p>Staff share good practice in staff meetings</p>	<ul style="list-style-type: none"> • All Pupil Premium children meet their personalised targets • Staff widen repertoire of teaching strategies <p>Parents are able to celebrate in child's success</p>	<ul style="list-style-type: none"> • Pupil Progress Meetings focus on the attainment of all children. Teachers discuss barriers and identify projects to overcome them. • As a result, All children are engaged in learning and 100% made progress 	<p>Pupil Progress Meetings are built into the school calendar so there is no additional costs</p>
<p>3. Using interventions to create personalised learning programs</p>	<ul style="list-style-type: none"> • Provision maps to record additional support • Personalised resources created • Additional teacher employed for Year 1 to provide daily small classes. • Pre-teaching, consolidation activities, 1:1 support • Homework support 	<ul style="list-style-type: none"> • Effective interventions lead to rapid progress • Children have improved access to the curriculum and are able to demonstrate learning • Resources are sent home to develop familiarity • Speech & Language interventions are provided to support Communication and Language skills • LSA/teacher time is used to 'pre- teach' children 	<ul style="list-style-type: none"> • Progress data illustrated above shows the impact of interventions. • Each term, teachers created individual plans which resulted in additional resources or trips. • Pre-teaching is used to consolidate learning. The impact of this can be seen in the data above. 	<ul style="list-style-type: none"> • Personalised resources = £300 • Additional teacher £1500 per pupil • S&L resources = £200 • Trips = £620
<p>4. Improving the attendance and punctuality of PP children</p>	<ul style="list-style-type: none"> • Provide breakfast club spaces • Travel assistance • Meetings with parents 	<ul style="list-style-type: none"> • Improved attendance and punctuality so that the gap between the attendance and punctuality of Pupil Premium/non-Pupil Premium children decreases • Parent/Carers recognise the impact of lateness on learning time 	<ul style="list-style-type: none"> • 27% of PP children continue to remain Persistently Absent (levels below 90%) • Although there has been a slight improvement in the attendance of children compared to 2016/17 academic year. Improving the attendance of PP children remains 	<ul style="list-style-type: none"> • Meetings with HT <p>Uptake of breakfast club was low for targeted children. Only 2 pupils took advantage of offer. Cost £570 per pupil</p>

<p>6. Increasing the wider opportunities that pupil premium children receive to enable them to fully participate in all aspects of school life.</p>	<ul style="list-style-type: none"> • Subsidised trips and visits • Subsidised club spaces • Uniform support • Staff to build relationships with parents to encourage parental attendance at events 	<ul style="list-style-type: none"> • Increased pupil engagement in extra-curricular opportunities. • Additional learning hours • Ability to feel part of the wider school • Parents/Carers receive additional training • Teacher time is used to engage parents 	<ul style="list-style-type: none"> • Teachers provided additional support for parents to build relationships • 40% of children attended after-school club • 81% of children received subsidised club spaces enabling children to attend extra-curricular clubs. 	<ul style="list-style-type: none"> • Additional Funding =£3,000 per child • After-School Club = £780 per child • Extra-Curricular clubs = £3,000 • Teacher meetings at 10 minutes = £20 per meeting
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