

Summary information					
School	Littleton Green Community School				
Academic Year	2018-2019	Total PP budget	£166,320	Date of B1 Review (with Link Governor)	Completed 12.012.18
Total number of pupils	373	Number of pupils eligible for PP	120	Date of B2 Review (with Link Governor and external advisor)	Completed 01.04.19
				Date of B3 Review	Completed 12.07.19

Identified Barriers in 2018-2019		Type
A	Communication, language and literacy in the Early Years and Year 1	Additional
B	Pupil premium achievement lower than non-disadvantaged in some subjects	Academic
C	Increased social and emotional needs for some pupil premium children	Additional
D	Pupils eligible for PP may have a limited opportunity for enrichment activities outside school. This limits life experiences and their ability to relate to first hand experiences when accessing the curriculum	Additional

Identified Barrier to learning A- Communication, language and literacy in the Early Years and Year 1

Deliberate Actions	Rationale	Our measure of success	Lead	Budget	Impact												
Implement Read Write Inc. Phonics throughout EYFS and KS1. (EEF T and L toolkit +4 months impact)	In 2017-2018 pass rate pupil premium at LGCS =75% (other=78%. national 81%).EEF toolkit Phonics- + 4 months	The number of disadvantaged children meeting ARE in phonics is at least in line with national average	SC	£ 5,431	Y1 Children who passed phonics test at end of B2 <table border="1"> <thead> <tr> <th>Target = 82%</th> <th>Number</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>47 out of 53</td> <td>89%</td> </tr> <tr> <td>Disadvantaged</td> <td>8 out of 9</td> <td>88%</td> </tr> <tr> <td>Other</td> <td>39 out of 44</td> <td>89%</td> </tr> </tbody> </table>	Target = 82%	Number	%	All	47 out of 53	89%	Disadvantaged	8 out of 9	88%	Other	39 out of 44	89%
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Speech and Language program to be delivered to all disadvantaged children in EYFS requiring speech and language (5 hrs per week)	EEF T and L Toolkit Oral Language Interventions + 5 months impact	GD		In addition, 4 out of 7 pp children who retook the phonics test in Year 2 passed. The average score at end of 18-19 for the 3 children who did not pass increased from 5 to 18.													
Additional teacher employed in EYFS (3 days per week). (EEF Toolkit Early Years Intervention= + 5 months impact)	% of pp children achieving GLD below national average in EYFS EEF Toolkit- Early Years Interventions + 5months	For % of disadvantaged pupils achieving GLD by the end of reception to be in line with national average for all children.	AH	£ 20,191	Impact Number of children who have achieved GLD (all 17 areas) at end of b3 <table border="1"> <thead> <tr> <th>National 72%</th> <th>All</th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> </tr> </thead> <tbody> <tr> <td></td> <td>80%</td> <td>67%</td> <td>83%</td> </tr> </tbody> </table>	National 72%	All	Pupil Premium	Non Pupil Premium		80%	67%	83%				
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Identified Barrier to learning B: Pupil premium achievement lower than non-disadvantaged in some subjects

Deliberate Actions	Rationale	Our measure of success	Lead	Budget	Impact																					
Increase status of school library. Fund school librarian at school and purchase additional non-fiction and early reader books.	Increase availability of an adult. Significant number of pp children do not attend a library or access books at home. (EEF Toolkit- Reading Comprehension Strategies + 5 months)	Children in all cohorts attend library at least weekly to change books with an adult who can direct them towards the appropriate Accelerated reader books	SS	£ 9,765	Limited impact. School librarians in place, but not effectively using it to support target readers as yet. Funding to continue but increase role by appointing an additional librarian and target children.																					
Accelerated Reader purchased for 5 years to encourage greater participation in reading throughout the school. Program to be supplemented with purchasing of whole class texts in years 1-6 to enable all reading lessons to be taught at age related	Accelerated reader will allow books to be accessed individually by all children. Whole class readers mean that all children will be exposed to age related texts	Age related texts and whole class reader used in all classes. Cohorts working above national average	SC	£ 12,554	Fully in place but limited impact on results as yet. Funding to continue next year to ensure that all groups make progress. Reading high priority in plan 2019-2020 <table border="1"> <thead> <tr> <th>Reading</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> </tr> </thead> <tbody> <tr> <td>ALL ARE (73)</td> <td>89</td> <td>82</td> <td>74</td> <td>64</td> <td>61</td> </tr> <tr> <td>PP ARE(73)</td> <td></td> <td>73</td> <td>64</td> <td>57</td> <td>56</td> </tr> </tbody> </table>	Reading	Y1	Y2	Y3	Y4	Y5	ALL ARE (73)	89	82	74	64	61	PP ARE(73)		73	64	57	56			
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Better Reading lead employed 5 hours a week	Individual instruction = + 5 months impact 9 EEF Toolkit)	Children who receive Better Reading make accelerated progress in the academic year	WR	£ 2,928	<table border="1"> <thead> <tr> <th></th> <th>Stayed Same</th> <th>Diminished the difference</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>1 (20%)</td> <td>4 (80%)</td> </tr> <tr> <td>PP</td> <td>0 (0%)</td> <td>3 (100%)</td> </tr> </tbody> </table> <p>5 children received program. . 3 pp children</p>		Stayed Same	Diminished the difference	All	1 (20%)	4 (80%)	PP	0 (0%)	3 (100%)												
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Tracking systems purchased to enable gaps between disadvantaged children in core and foundation subjects to be identified quickly and easily.	(EEF Toolkit – Feedback + 8months impact)	Tracking systems enable the progress of all children to be tracked accurately	DB	£ 1,449 (Core) £280 (Foundation)	Impact Tracking grids fully embedded. Systems to continue in 2019-2020																					
Learning Support Assistants to be used to complete mop up sessions for target disadvantaged children in Maths. Priority focus for support = Year 6 Year 3 and Year 2.	EEF Toolkit- Small group interventions- +4 months	Children at LGCS achieve national average at LGCS.	DB	£ 41,915 Funding increased by £11,000 at b1 (Total = £52,915	For the number of pp children working at ARE in each year group to be at least in line with national average for all children (Nat ave. for 18-19 in brackets). <table border="1"> <thead> <tr> <th>Maths</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>ALL ARE (79)</td> <td>88</td> <td>81</td> <td>89</td> <td>77</td> <td>64</td> <td>92</td> </tr> <tr> <td>PP ARE(79)</td> <td>88</td> <td>70</td> <td>93</td> <td>67</td> <td>60</td> <td>84</td> </tr> </tbody> </table>	Maths	Y1	Y2	Y3	Y4	Y5	Y6	ALL ARE (79)	88	81	89	77	64	92	PP ARE(79)	88	70	93	67	60	84
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Identified Barrier to learning C: Increased social and emotional needs for some pupil premium children

Deliberate Actions	Rationale	Our measure of success	Lead	Budget	Impact																																																
Free breakfast club and walking bus to be provided for all children who require it.	Providing a free Breakfast club will not only improve attendance, but also ensure that all children have access to a healthy breakfast	At least 100 disadvantaged children attend free breakfast club by end of academic year (81 at start of 2017-2018)	GD	£ 5,987	% of disadvantaged children who attended breakfast club in 18-19 (103 children in total) <table border="1"> <thead> <tr> <th>R</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>64%</td> <td>92%</td> <td>83%</td> <td>94%</td> <td>94%</td> <td>96%</td> <td>100%</td> </tr> </tbody> </table>	R	Y1	Y2	Y3	Y4	Y5	Y6	64%	92%	83%	94%	94%	96%	100%																																		
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Behaviour Support Worker (BSW) commissioned to work with vulnerable children one day a week Pastoral Support Worker (PSW) appointed to work beside Behaviour Consultant, implement strategies, and support programs with target children.	EEF Toolkit Social and Emotional Learning= +4months impact)	Vulnerable children receive support to enable them to function in a mainstream setting or are signposted to an appropriate setting		4550 23184	8 pp children have received targeted support from trained staff in school. All of the children have achieved at least one of their targets. None have been permanently excluded. 1 child has received a fixed term exclusion. Additional support provided for this child from BSW.																																																
Member of staff employed to contact families with poor attendance and liaise with the EWO. Family Support Worker to work alongside and carry out first day home visits for persistent absentees.	EEF Toolkit- Parent Engagement +3 months	Attendance of all groups cohorts above 95%	TA	£2,534	Evidence: End of 3b limited impact. Strategy to be altered in 19-20 to include greater involvement from teaching staff <table border="1"> <thead> <tr> <th></th> <th colspan="2">Pupil Premium</th> <th colspan="2">Other</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8</td> <td>94.25</td> <td>44</td> <td>95.04</td> <td>-0.79</td> </tr> <tr> <td>2</td> <td>22</td> <td>94.58</td> <td>35</td> <td>96.44</td> <td>-1.86</td> </tr> <tr> <td>3</td> <td>14</td> <td>93.07</td> <td>40</td> <td>95.25</td> <td>-2.18</td> </tr> <tr> <td>4</td> <td>15</td> <td>93.27</td> <td>41</td> <td>94.11</td> <td>-0.84</td> </tr> <tr> <td>5</td> <td>24</td> <td>93.21</td> <td>23</td> <td>96.55</td> <td>-3.34</td> </tr> <tr> <td>6</td> <td>18</td> <td>95.90</td> <td>35</td> <td>96.08</td> <td>-0.18</td> </tr> <tr> <td>y1+</td> <td>101</td> <td>94.06</td> <td>218</td> <td>95.45</td> <td>-1.63</td> </tr> </tbody> </table>		Pupil Premium		Other		Difference	1	8	94.25	44	95.04	-0.79	2	22	94.58	35	96.44	-1.86	3	14	93.07	40	95.25	-2.18	4	15	93.27	41	94.11	-0.84	5	24	93.21	23	96.55	-3.34	6	18	95.90	35	96.08	-0.18	y1+	101	94.06	218	95.45	-1.63
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Identified Barrier to learning D: Pupils eligible for PP may have a limited opportunity for enrichment activities outside school. This limits life experiences and their ability to relate to first hand experiences when accessing the curriculum

Deliberate Actions	Rationale	Our measure of success	Lead	Budget	Impact
Additional minibus purchased to enable children to increase their lifetime experiences and the ability to relate to first hand experiences when accessing the curriculum.	EEF Toolkit- Outdoor Adventure Learning +4months	All disadvantaged children will take part in at least three off site trips over the academic year	SC	£ 16,500 (Funding adjusted to £7000)	Impact: All children have participated in an off-site trip this year. The minibus has been used to provide 43 new experiences for the children this year.
20% of the two minibus drivers' wage (EEF Toolkit Outdoor and Adventure Learning + 4 months impact)				£ 14,197	

Summary Data Year 6 2018-2019 (UNVALIDATED)

Total= 53	Number of Pupil Premium=18	Number of non-Pupil Premium= 35
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Data- Number/ % of pupils making expected progress

	Progress score (all)	Progress Score (PP)	Progress Score (Non PP)
Reading	0.5	-0.77	1.97
Writing	3.00	3.44	2.81
Maths	3.11	3.15	3.09

Data- Attainment 18-19

	Achieved Age Related Expectations+ (%)				Exceeded Age Related Expectations (%)			
	All	Pupil Premium	Non Pupil Premium	National Average	All	Pupil Premium	Non Pupil Premium	National Average
Reading	53	39	62	79	21	0	31	26
Writing	84	73	91	78	9	6	11	20
SPAG	91	78	97	78	55	50	57	20
Maths	92	84	97	79	13	6	17	24

3 Year Progress

	2017	2018	2019 (unvalidated)
Reading	3.8	3.9	-0.77
Writing	2.5	2.3	3.44
Maths	3.1	3.6	3.15