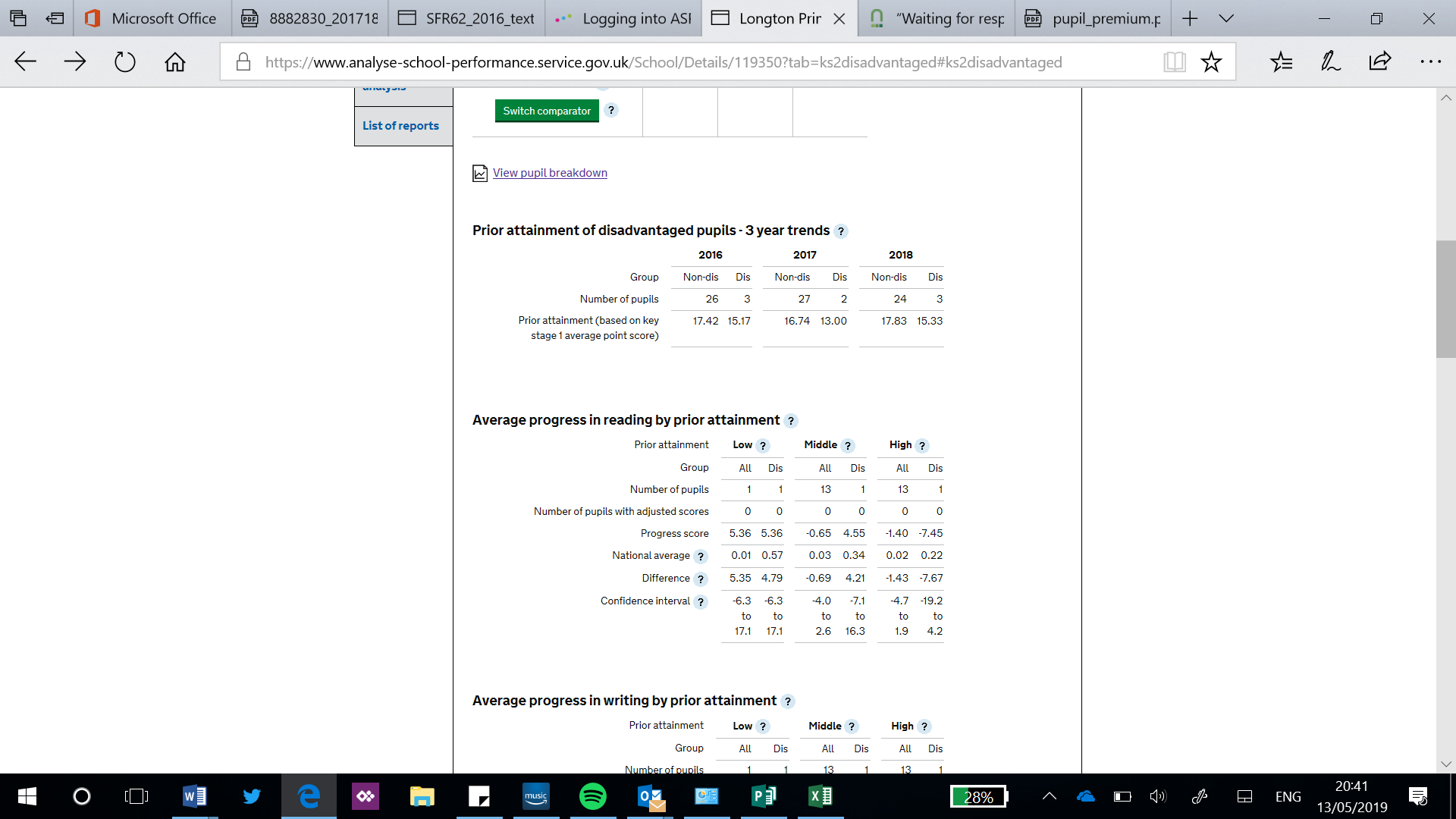
# Pupil Premium Health Check

This review was undertaken by Torview teaching Hub June 2019.

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| 1. **Summary information (School completes sections 1 – 3)** | | | | | | | | | | | | | |
| **School** | Longton Primary School | | | | | | | | | | | | |
| **Context** | Phase: | Primary | | % PP: | 16 | | | | | | | | |
| Number on roll: | 211 | | % SEN: | 19 | | | | | | | | |
| Boys/Girls: | 107/104 | | % EAL: | 0 | | | | | | | | |
| Most recent Ofsted: | 2014 | | % L/M/H Prior Attainment: | Read | | | Write | | | Maths | | |
| 27 children 26 children reached expected 1 CLA didn't | | | | | S | PP | N | S | PP | N | S | PP | N |
| This child did not reach expected attainment but made significant progress. | | | Low (1) | | 0 | 0 (1) | 20 | 0 | 0 | 17 | 0 | 0 | 19 |
| One child in here made very good progress | | | Middle (13) | | 77 | 100  (1)  gds | 74 | 77 | 100 | 79 | 77 | 100 | 74 |
| One child in here did not make it to GDS progress therefore poor. | | | High (13) | | 100 | 0(1) | 98 | 100 | 0  (1) | 99 | 100 | 0  (1) | 98 |



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|  | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1. **Latest Results** | | | | | | | | | | | **Key Headline for comparison:**  Results based on a cohort of: 27 3 pupil premium | Pupils eligible for PP | | | Non PP National Average (Gap) | | | Pupils not eligible for PP | | | |  | R | W | M | R | W | M | R | W | M | | **Last Year** | 103.7 with CLA  107.5 FSM6 |  | 101 | 105.5 |  | 104.38 | 106.44 |  | 105.0 | | **Year 2** |  |  |  | 104.14 |  | 104.19 | 106.24 |  | 104.9 | | **Year 3** |  |  |  | 102.61 |  | 103.3 | 106.14 |  | 106.9 | |

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| **Pupil Premium budget:** £23, 960 2018-19 | |
| **Area of spend:** | **Rationale** | | **Amount** |
| Relax Kids | Children's mindfulness and relaxation. Relaxation CDs, classes and books for anxiety, anger management, sleeping problems and self-esteem. 1-1, small group work. | | £7694 |
| Letter Box book club | Each child receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months, from May to October. An AT will work through with family at the start and end. | | £500 |
| More able group work | 2 hours per week sessions set aside for PP children who are more able | | £1900 |
| Behaviour Consultant | Early intervention support, advice and the tools necessary to ensure the development and continued growth of children with social, emotional and behavioural difficulties. | | £5000 |
| Support for learning | 1-1and group work to support children reach high expectations in learning for English and Maths for 2 hours per day. | | £5,700 |
| Music Specialist teaching | **Increases memory skills.** Learning an instrument teaches a child how to create, store and retrieve memories more effectively.  **Teaches perseverance and creates a sense of achievement.** Learning to play an instrument takes a lot of time, patience and practice. As a child reaches her goals, she will feel a sense of achievement and pride.  **Improves coordination.** Playing an instrument requires the brain to work at advanced speeds. Reading music is converted in the brain to the physical motion of playing the instrument. Those who play instruments have improved hand-eye coordination.  **Improves math skills.** By understanding beat, rhythm and scales, children are learning how to divide, create fractions and recognize patterns.  **Improves reading and comprehension skills.** Learning and playing music requires constant reading and understanding. Children need to identify a note on the page and recognize which note (pitch) to play on their instrument, how long to hold it, what finger to use and how loudly to play it.  **Creates responsibility.** Maintenance and care are important in keeping an instrument in working condition. Children must also learn to make time to practice and remember music rehearsals and performances.  **Exposes children to cultural history.** Music itself is history, and each piece usually has its own background and storyline that can further appreciation of other cultures.  **Sharpens concentration and listening skills.** Playing music requires concentration on pitch, rhythm, note duration and quality of sound.  **Teaches discipline.** Practicing often and working on the hard parts of music and not just the easy parts requires discipline.  **Promotes happiness in the child’s life and for those around them.** It’s not only fun for a child to play music they enjoy, it also feels wonderful to hear an audience applaud for giving a great performance. It can also be very honourable and gratifying for a child to voluntarily play in their community and see the happiness on people’s faces as they listen. | | £3493 |
|  |  | | £24,287 |

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| **Pupil Premium budget:** £26, 233 2017-18 | |
| **Area of spend:** | **Rationale** | | **Amount** |
| Relax Kids | Children's mindfulness and relaxation. Relaxation CDs, classes and books for anxiety, anger management, sleeping problems and self-esteem. 1-1, small group work. | | £7694 |
| Letter Box book club | Each child receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months, from May to October. An AT will work through with family at the start and end. | | £500 |
| More able group work | 2 hours per week sessions set aside for PP children who are more able | | £1900 |
| Behaviour Consultant | Early intervention support, advice and the tools necessary to ensure the development and continued growth of children with social, emotional and behavioural difficulties. | | £6000 |
| Support for learning | 1-1and group work to support children reach high expectations in learning for English and Maths for 2 hours per day. | | £5,700 |
| Learning resources | Stand up desk, pen reader, computing packages such as times table rockstars, spellodrome, testbase, mathletics, votes for school | | £4068 |
| Teacher and assistant teacher upskilling | Courses, staff meetings etc. English, maths, wellbeing and Growth mindset | | £2500 |
|  |  | | £28, 362 |

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| 1. **Self-evaluation - barriers to future attainment for PP eligible pupils** |
| We have very few disadvantaged children and receive a limited amount of monies compared to other schools. Therefore, our disadvantaged seem disadvantaged again on the fact that they have chosen to come to our school. By this we mean that they have similar experiences at home as PP children in inner city schools but those schools receive large sums of money and they can do so much more for these children than what we do for ours ☹.   * + - * Attendance * Aspirations * Achievement – pupils unable to access teaching and learning in order that they achieve at least expected standard * Personal, social and emotional barriers affecting PP pupils ability to access the learning in class and wellbeing * Life experiences as the children have limited experiences at home and during the weekends/holidays due to financial constraints which impact on cultural and enrichment opportunities. These financial barriers often also prevent pupils being able to take part in extra-curricular activities that enhance the curriculum * Support from parents regarding the importance of school and supporting homework impacting on embedding learning and confidences. Children learning for themselves to value education. |

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| 1. **On the day meetings** |
| **Context of the Day**  Pupil Premium Reviewers- Mrs L A Parrish (Head of Tor View School)  Miss K Morgan (Deputy at Tor View School)  This was the first Review for Miss K Morgan and therefore support was provided by Mrs L A Parrish. School were invoiced for 1 reviewer.  Ms Angela Holdsworth (Regional SEND Leader for Lancashire and West Yorkshire)asked the Reviewers to trial this new Pupil Premium Health check pro forma. The Reviewers gained feedback from the school and will share their findings.  **Agenda- organised in consultation with the school.** |
| |  |  |  | | --- | --- | --- | | 9.30 | Arrival + Tour | Room | | 9.30-11 | Meet with key personnel to discuss sections 1-3 which included self-evaluation. |  | |  | Meet Julie + Neil chair of govs | Old PPA | | 10.15 – 10.30 | Meet Sue to discuss PP review meetings | Old PPA | | 10.30 - 11 | Meet Julie Brown | Old PPA | | 11-12.30 | Based on self-evaluation look at interventions and practice where funds are spent. |  | | 11.15 – 11.40 | Meet Lovely Louise - Music teacher regarding WOPPS and the difference it makes to children as a whole. | Old PPA | | 11.40- 12 | Meet with Sandra and Janine – data  Richard and Janet cover Y4. | Old PPA | | 12 – 12.15 | Meet Sandra, Janine – More able work for PP | Old PPA | | 12.15-1.15 | Break – Write up on the day findings |  | | 1.15-2 | Any other interventions or practice that we may be signposted to. |  | | 1.15 – 1.35 | Julie D work with Ben – Library. | Library | | 1.35 – 1.55 | See Liza and relax kids session | Relax kids room | | 2-3 | Complete on the day findings together with key personnel. |  | |

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| 1. **On the day findings** |
| 1. **Raising Aspiration, Ethos and Stretch** |
| **Commentary**   * The school and all stakeholders have a strong ethos; access for all. * Emphasis is placed on progress as well as attainment; this in turn ensures all achievement is celebrated. * Key personnel lead Pupil Progress ability set groups. Those leading these groups skilfully select the most appropriate strategies to help each pupil make the next step in his/her learning. This includes identifying key challenges and interests. These were described in detail throughout the day. * The Pupil Premium Champion is effective in her role. She engages with class teachers ensuring she has up to date information that is shared with appropriate stakeholders, including Governors. The information is captured in a number of ways including informal chats with class teacher and Pupil Progress meetings. * Impact of interventions is demonstrated in qualitative and quantitative forms. * It is clear that all staff understand their role with Pupil Premium and see the importance of this. Headteacher devolves the responsibility to front line staff ensuring sustainability. * Those delivering interventions are trained to a high standard and this was demonstrated throughout the day. |
| **Recommended actions**   * The Reviewers were impressed with the consistent high standards and would recommend sharing best practice with other schools in their network. |
| 1. **Attendance and Parental Engagement** |
| **Commentary**   * School have developed a leaflet to inform parents/carers about Free School Meals and Pupil Premium entitlement. * School signposts parents/carers to free holiday events in the community. This looks to reduce the impact of time away from school. * The current Pupil Premium Strategy is on the school website and easy to locate. * The member of staff leading “Relax Kids” invites parent/carers to be an active part in the monitoring of this intervention. This includes meetings and pre and post questionnaires. * School provide opportunities for face to face time with parents/carers. They actively create communication opportunities for example during the “walking bus”. * School effectively work with parents/carers to address attendance. * During the review, leaders shared a case study and demonstrated how they had maximised learning despite low attendance. * Time is allocated to “meet and greet” so that parents/carers feel active in their child’s education. |
| **Recommended actions**   * Pupil Premium Reviewers wish to commend the school on their Parental engagement approaches. |
| 1. **Teaching, Learning, Monitoring and Assessment** |
| **Commentary**   * Precise teaching and interventions are delivered by class teachers who are held accountable for the impact by the Pupil Premium Champion. * Interventions are creative and engaging. * School leaders clearly and precisely demonstrated the impact of all interventions. * Those leading interventions described the impact with passion. They described the impact beyond the subject identifying skills for life eg independence, resilience, teamwork, coordination, responsibility. * The whole child was at the heart of decision making. * Teachers shared good practice by engaging in professional conversation and sharing case studies. * All tracking and assessment documentation has been designed to inform the leaders of next steps required. Data can be filtered by half term, year group and pupil. * Tracking requires staff to focus on well-being as well as academic achievements. * Gifted and Talented, Pupil Premium pupils are set aspirational targets. |
| **Recommended actions**   * School have a very detailed class intervention tracking document used for pupil premium review. |
| 1. **Leadership and Governance** |
| **Commentary**   * Clear and responsive leadership was evident. * High aspirations are set and leaders lead by example. * Distributive responsibility for Pupil Premium was evident and strong. * Value for money was prioritised. * There is an identified Pupil Premium Governor, who had a shared vision with the Head teacher. * Head teacher benchmarks with other similar schools, to ensure value for money. |
| **Recommended actions**   * School may wish to engage with their local Research School to access free materials/events. Research Schools, aim to lead the way in the use of evidence-based practice to inform teaching and learning. Local Research schools are in Southport (Meols Cop) and Blackpool. * The Reviewers advise that the funding received for Children Looked After is accounted for separately. |

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| 1. **Action Plan** | |
| No action plan required, due to effective use of Pupil Premium funds.  See recommendations. | |
| Reviewer | Head Teacher |
| Date | Date of next contact |