

Review of Impact																						
Desired outcome	Impact																					
<p>Increase progress in writing, reading and maths for pupils eligible for pupil premium.</p> <p><i>PP pupils will outperform or at least 'close the gap' in in terms of progress</i></p>	<table border="1"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="3">% of children on track to make 80%+ progress</th> </tr> <tr> <th>Pupil Premium Children</th> <th></th> <th>Non-Pupil Premium Children</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>43%</td> <td><</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>></td> <td>24%</td> </tr> <tr> <td>Maths</td> <td>36%</td> <td><</td> <td>52%</td> </tr> </tbody> </table>			Subject	% of children on track to make 80%+ progress			Pupil Premium Children		Non-Pupil Premium Children	Reading	43%	<	45%	Writing	39%	>	24%	Maths	36%	<	52%
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<p>The difference between Pupil Premium and Non-Pupil Premium pupils in reading has remained the same as last academic year therefore further intervention is required. It has also been recognised that the % of children making 80%+ progress has decreased. To address this, individual reading has been restarted now, alongside phonics or shared reading intervention.</p> <p>Although Non-Pupil premium pupils are still outperforming Pupil Premium pupils in maths, the difference between them has drastically reduced. Last academic year, there was a 27% difference whereas this has now reduced to only 16% difference. This shows that the maths interventions implemented within classes have been effective and therefore will continue next academic year.</p> <p>The real highlight of this assessment data is in writing where the pupil premium pupil are now outperforming non-pupil premium pupils by 15%. This is hugely positive and also worth noting that a greater percentage of pupil premium pupils made 80%+ progress this year in comparison to last academic year.</p>																						
<p>Through discussions with school improvement partners, whole school data analysis and consideration of the increase of pupils across school with complex cognitive difficulties highlighted within EHCPs, it has been decided that this barometer to measure the effectiveness of teaching and learning in school no longer represents the progress that pupils make accurately. Instead, next academic year, each pupil will have their own 'flight path' of progress (based upon their cognitive SEN and personal trends from previous years). 'Expected progress' will then be much more personalised and relevant to the individual child rather than a whole school 'blanket' figure of 80%.</p>																						
<p>Increase pupils' self-esteem and ability to self-regulate therefore enabling them to engage in the teaching & learning taking place within the classroom.</p> <ul style="list-style-type: none"> - <i>Learning walks and lesson observations and pupil voice will indicate that pupils feel confident in their abilities and have the resilience required to attempt extension task activities in the core areas.</i> - <i>AR meetings & paperwork will document that pupils are making progress with their emotional development & self-regulation skills.</i> - <i>Physical interventions will decrease as pupils are more able to use their self-regulation strategies.</i> 	<p>The frequency of Restrictive Physical Interventions required in school this academic year has significantly reduced since 2023/24, reducing to 284 in total all year. This evidences how pupils have been able to develop their self-regulation skills and utilise their individual plans and the resources available, including the 'break-out' spaces created in school this academic year. Pupil voice from a school council focus group indicates that most pupils like to use the mindfulness rooms and the new upstairs 'gym' (sensory circuits) room the most. Observations during learning walks show that these rooms are often occupied throughout the school day by a range of different pupils and usually enable pupils to return to their class and resume learning after only a short time away. Staff voice indicates that it can be challenging at times to offer this intervention consistently as it can depend on the staffing levels in the classroom that day as well as whether other children are also struggling and require the space. AR paperwork is now updated by class teachers on at least a termly basis and clearly indicates how approximately half of pupils with outcomes around self-regulation are making continual progress. Self-esteem continues to be an area of difficult for pupils at LPS with pupil voice indicating that pupils think they 'can't do' things or are 'rubbish' at certain lessons. In some cases this has led to pupils refusing to engage in certain lessons or in 2 specific cases, pupils attendance has been limited by EBSNA, partially linked to their view of themselves as successful learners.</p>																					

<p>Increase pupils' social communication skills.</p> <ul style="list-style-type: none"> - <i>PP pupils will access social communication interventions, when required. Pupils will be able to engage in group work positively. Pupil voice will indicate that pupils feel they have friends and enjoy playing and working with their peers.</i> 	<p>The Autumn term was highly successful with more pupils than in previous years accessing high levels of speech and language support both within class interventions (organised and supported by the SALT assistant) and through more intensive intervention sessions with the SALT assistant out of class. This was possible due to a staffing restructure which enabled the SALT assistant to be based out of class for the majority of the week, only supporting with some cover responsibilities at times. Unfortunately the Speech & language assistant left Longford Park School in the Spring term. In response another TA4 was identified to fulfil the role during their part-time hours (3 days per week with no cover responsibilities) and all TAs in school were trained to deliver LEGO therapy. The increase in pupils accessing LEGO therapy has been successful and staff voice indicates that most staff now feel more confident in how to refer back to skills learned during daily interactions with peers. Pupil voice suggests that pupils enjoy breaktimes and playtimes the most because they can talk and play with their friends. Learning walk observations highlighted how most classes utilise group work on a regular basis effectively with small groups of 3 or 4 pupils, supported by an adult. There are plans in place for the newly allocated SALT assistant to engage in ELKLAN training next academic year which will help to ensure that the SALT interventions (both within class and out) continue to be planned, resourced and implemented effectively.</p>																		
<p>Pupils eligible for pupil premium will have improved school attendance.</p> <ul style="list-style-type: none"> - <i>Average attendance for pupils eligible for pupil premium will be at least 95% as a cohort.</i> 	<table border="1" data-bbox="673 853 1393 1003"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Average annual attendance</th> </tr> <tr> <th>Pupil Premium</th> <th></th> <th>Non-PP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2023/24</td> <td>84.7%</td> <td><</td> <td>93%</td> <td>8.3%</td> </tr> <tr> <td>2024/25</td> <td>84.8%</td> <td><</td> <td>88.7%</td> <td>3.9%</td> </tr> </tbody> </table> <p>Although Pupil Premium attendance is still lower than non-pupil premium pupils, the difference has reduced greatly this past academic year. This includes 2 pupil premium pupils who have presented with indicators of EBSNA which significantly impacted on the cohort's overall attendance figures this year, which was not an issue during 2023/24. Without these 2 pupils' figures, the pupil premium average attendance would be much higher. The personal and individualised approach, including home visits and greater communication links between families and key staff, appears to have been effective in many other cases to address persistent low attendance in the early stages.</p>		Average annual attendance			Pupil Premium		Non-PP	Difference	2023/24	84.7%	<	93%	8.3%	2024/25	84.8%	<	88.7%	3.9%
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Notes from discussion with Trustee lead

Discussion held with Jonathan Ridge on 13th March 2025.

Focus of discussion involved the current offer available at LPS and how this is implemented in daily routines at LPS. Plans for the SALT assistant replacement were also discussed with agreement that training up all TA skills would help to reduce impact if the same situation were to reoccur in the future. Attainment data was also discussed and analysed with Joannathan and Stephanie Meadows (deputy head). Jonathan agreed that the current system did not effectively reflect the progress that many pupils were actually making and that the individual 'flight paths' system sounds promising however in March, it was suggested that this required further work and discussions with staff to ensure that it would be fit for purpose and utilised consistently throughout school before it is implemented. It was agreed to focus on this during the summer term and implement in the new academic year.