

Langdale Primary School Pupil premium strategy statement 2023-2025

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	N.Cartwright
Pupil premium lead	N.Cartwright
Governor / Trustee lead	R.Howells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,690
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,981
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£102,671

Part A: Pupil premium strategy plan

Statement of intent

To ensure that all children receipt of Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.

To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.

To minimise the gap between the attainment of pupils in receipt of PP and non-pupil premium groups.

To ensure that standards of attainment and progress for PP children meet national expectations and that children achieve their full potential.

We prioritise the use of the Pupil Premium as follows:

Pupil Premium pupils who are underachieving.

Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions are enhancement activities that are being delivered for Pupil Premium.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers

	- particularly inference and comprehension skills, as well as fluency (sometimes due to a lack of practice at home).
2 Writing	Lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and limited writing skills. Progress and attainment in writing is low in PP children. Notably, there are increasing gaps in attainment and progress of boys' writing who are also PP.
3 Maths	Internal and external assessments indicate that maths attainment among disadvantaged pupils is typically below that of non-disadvantaged pupils. Fluency and recall of basic skills – those children furthest behind struggle to recall addition facts, times tables, basic number bonds and find retaining taught calculation strategies difficult.
4 Personal Development	Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience
5 Mental Health/Well-being	Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Some individuals are not in a position to make accelerated progress without additional nurturing support and the intervention of external agencies.
6 Parental Capacity	Hardship within some PP families – safeguarding issues, proportionally lower parental engagement, limited support for home learning, restricted life experiences, families struggling financially, low aspirations.
7 Behaviour and Attitudes	Improving attendance and readiness to learn for the most disadvantaged pupils is becoming an increasing issue now that additional catch up intervention groups are run from 8.30 am-9.05am.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Priority 1: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups. Better teaching and	<p>Data shows that individual PP pupils have accelerated their rate of progress in Reading, Writing and Maths.</p> <ul style="list-style-type: none"> • Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in all year groups but especially EYFS, Y2 and Y6. • Increased % in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. Phonics outcomes for PP pupils judged at least good. • Attainment gaps between PP and non-PP children are closing. • Class teachers demonstrate a high level of knowledge of children's individual needs at PPMs

<p>directed support ensures disadvantaged children keep up with their peers. Pupils keep up not catch up.</p>	<ul style="list-style-type: none"> • A focus on early reading strategies in EYFS and KS1 and Whole class reading in KS2 increase reading attainment. • We have increased reading for pleasure amongst Disadvantaged pupils. • Daily Maths ‘fluency’ sessions cement ‘the basics’ leading to better attainment in arithmetic especially. • All staff have received training to effectively deliver the ‘RWI Phonics’ scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check.
<p>Priority 2: A higher proportion of our disadvantaged pupils make or exceed nationally expected progress rates at the end of EYFS, Y1 Phonics Check, KS1 and KS2; rates of progress in non-reporting year groups is at least ‘good’.</p>	<p>All progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <ul style="list-style-type: none"> • Disadvantaged pupils make expected progress in Foundation subjects through careful monitoring of standards within our curriculum. <ul style="list-style-type: none"> • Quality First Teaching – impactful CPD further strengthens pedagogy, particularly the use of AFL and feedback; scaffolding strategies and teacher modelling techniques. • SENDCOs work with teachers to improve their capacity to support SEND and lower ability children, including strategies and resources relating to understanding barriers and addressing needs. • Targeted, impact measured interventions for RWM 1:1; small group school-based tuition, booster activities improve attainment.
<p>Priority 3: For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.</p>	<p>Majority of Disadvantaged children take part in at least two after-school clubs or enrichment activities each year e.g. sports competitions, peripatetic music lessons.</p> <ul style="list-style-type: none"> • Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences. • All PP pupils reach their full potential; some exceed – more able PP are judged as working at GDS. • Our rich, exciting and engaging knowledge rich curriculum is further enhanced to ensure that lessons promote shared values and pupils’ SMSC development. • We support children in becoming ‘citizens of good character’ by fully embedding Character Education initiatives across the whole school. • Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self-esteem. • A free place at Breakfast Club is provided for PP children. • Quality lunchtime and after-school clubs offered free to PP children provide them with wider opportunities thereby enhancing their personal development. • Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion.</p>	<p>Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> <p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p> <p>Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Embed the use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1,2,3</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Ensure that delivery of the RWI Scheme is monitored closely across EYFS and KS1 and pupils making below expected progress are identified in Pupil Progress Meetings.</p>	<p>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	<p>1,2,3</p>
<p>Further develop the use of Accelerated Reader across all KS2 year groups to increase reading for pleasure.</p> <p>Promote a love of reading throughout school - create a welcoming and positive reading environment in each class, the library and the entrance hall.</p> <p>Early Reading in EYFS/KS1 – use detailed, sharp, ongoing assessment systems and recording processes to ensure teaching and texts are matched to need.</p> <p>Prioritise the hearing of the lowest 20% for daily reading. Fluency is considered alongside decoding before children progress through book bands.</p> <p>Once phonic knowledge is secure, KS2 interventions to have balanced focus on vocabulary development,</p>	<p>EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has ‘very extensive’ evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training.</p> <p>Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a ‘very extensive’ evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2.</p> <p>Developing pupils’ language capability to support their reading and writing has ‘extensive’ evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</p>	<p>1,2,3,4</p>

<p>reading fluency and comprehension skills.</p> <p>Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted pre and post teaching.</p> <p>Quality first teaching and intervention groups across all classes (catch up booster sessions and small group tuition) for 1:1 reading fluency practice, or group reading comprehension activities, in every year group to close the gap.</p>		
<p>Establish small group Maths interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted teaching.</p> <p>Teachers provide pupils with modelling/scaffolding/ steps to achieve them</p> <p>Quality first teaching and intervention groups across all classes (catch up booster sessions and small group tuition).</p> <p>WRM delivery to be streamlined and tailored to securing fluency before introducing reasoning and problem solving to LA pupils. Minimise the number of strategies and methods taught for calculations. Continue to use manipulatives and modelling to secure knowledge of place value</p>	<p>Sutton Trust found that 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Small group tuition having an impact of +4 months (EEF)</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> <p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p>	<p>1,2,3</p>

and other key numerical concepts.		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure the curriculum is balanced and carefully sequenced, and the allows opportunities for cultural development.</p> <p>To allow all disadvantaged children in the relevant year groups a free residential.</p> <p>To allow pupils to partake in visits free of charge which build on skills and knowledge from Curriculum lessons and enhance Cultural Capital.</p> <p>To provide greater enrichment opportunities for disadvantaged pupils e.g. have themed curriculum days to deepen children's understanding of specific topic areas; use live theatre/performance to engage and enthuse learners and provide further enrichment opportunities; increase the range of visitors.</p> <p>Subsidise offsite trips, residential visits and extra-curricular activities to ensure there are no financial barriers to taking part. E.g. after school sports clubs; swimming lessons; school trips & transport subsidy; residential subsidy; PTA events.</p> <p>To use live theatre/performance to engage and enthuse learners and provide further enrichment opportunities</p> <p>Subsidise children to take part in after-school coaching sessions to</p>	<p>Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<p>4</p>

<p>develop fitness, expertise and team-building. (See also Sports Grant)</p> <p>Ensure that disadvantaged pupils are offered the opportunity to represent the school at Sports Competitions.</p> <p>To provide specialist music tuition.</p>		
<p>To work proactively with vulnerable families and provide bespoke support for any SEMH issues through EWAO and ELSA.</p> <p>Free Breakfast/After-School club.</p> <p>Commission the services of professionals so that all PP children with complex learning and emotional, social or behavioural difficulties are supported towards successful outcomes and full inclusion</p> <p>To enable children to engage fully in school life and feel healthy and well during the school day (buy uniform and/or sports kit; purchase tuck for pupils @ break-time; subsidise breakfast and after-school club.</p> <p>Support identified parents to engage in their children's learning and support effectively at home.</p> <p>Engage in EHA with PP families to prevent further educational neglect.</p>	<p>EEF research shows that a free breakfast club offering a nutritious meal before school can boost outcomes by the equivalent of two months progress per year.</p> <p>EEF research states that parental engagement has a +3 month impact on disadvantaged pupils. EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils</p> <p>KCSIE 2023 & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018;</p> <p>Department of Health, Social Services and Public Safety, 2017;</p> <p>Early Intervention Foundation (EIF), 2018 - Providing timely support is vital.</p> <p>Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life.</p>	<p>4, 5,6</p>

Total budgeted cost: £ 100,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance of PP children in 2022-2023 increased on the 2021 -2022 attendance data.

More PP attended trips compared to previous year.

Precision teaching and QFT ensured PP children make good progress if not better. Where PP children did not make good progress, they also had a medical need which effected their overall attendance.

PP in KS2 sats made better progress than 2019 published data.

25% more PP attended extra-curricular cubs compared to the previous year

PP performed better than non in reading in the majority of year groups.

PP performed better in all core subjects in Y5 than non PP.

SBT focussed upon PP and children made good progress from their starting points.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Stoke Speaks Out	SOT CC
EP Reading Scheme	Staffs CC

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Provided funding to offset costs for school trips. Purchased equipment to support children where required – e.g chair for support when sitting on carpet. ELSA support for children with SEMH needs Mediation sessions for support with SEMH needs.

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Despite the circumstances surrounding the service funding, the pupils are settled in school and access their learning. They access Quality First Teaching and Tutoring groups. They access ELSA for any SEMH needs.</p> <p>Their attendance is good in comparison to all others.</p>
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.