

Langdale Primary School Pupil premium strategy statement 2025-2026 (Updated from 2024)

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 |
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| Number of pupils in school | 383 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| 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) | 2024-2026 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | N.Cartwright |
| Pupil premium lead | S Lowe |
| Governor / Trustee lead | N. Hales |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £94,912 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/2025 cannot be carried forward beyond August 31, 2025.</i> | 0 |
| 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> | £94,912 |

Part A: Pupil premium strategy plan

Statement of intent

To ensure that all children in 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 and they keep up with their peers. To ensure there is a greater number of children achieving a combined score in reading, writing and maths.

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.

Where there is a gap, why? Investigate why the gap exists and what can be done to close or eradicate the gaps.

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:

Attendance

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 and enhancement activities that are being delivered for Pupil Premium.

All children in receipt of Pupil Premium will receive the core offer;

Maths

- 1x weekly times tables support
- Daily fluency practice (Maths intervention)

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| <p>Reading</p> <ul style="list-style-type: none"> • 3x weekly 1:1 reading for fluency • 2x guided reading focusing on reading skills • additional accelerated reader support to assess comprehension and fluency <p>Writing</p> <ul style="list-style-type: none"> • Daily support through speed up programmes and letter formation practice. |
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Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1. Attendance | First and foremost, interventions and strategies can only have maximum impact when children attend school. Therefore, attendance has to be key to all strategies and remains the 1 st priority. School will work closely with families and ensure attendance remains a priority. |
| 2. 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. |
| 3. Oracy | The spoken language of most PP pupils is below that of their peers. Their exposure to rich language environments can be limited and this gap widens as pupils move through the education system. |
| 4. 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. |
| 5. 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. |
| 6. 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 |

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| 7. Mental Health/Well-being | There is 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 nurture support and the intervention of external agencies. |
| 8. Parental Capacity | Hardship within some PP families, including hours parents work, safeguarding and life experiences. |
| 9. Behaviour and Attitudes | Improving attendance and readiness to learn for the most disadvantaged pupils is becoming an increasing issue. Now we have additional catch up intervention groups that run from 8.30 am-9.05am and access to a breakfast club for all. |
| 10. Financial impact | Due to the cost of living crisis there is a possibility of diets being affected, therefore affecting growth and awareness of a healthy diet. |

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 |
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| <p>Priority 1 "Flying Starts!" Parental and Carer Engagement - We as a school recognise that due to the current cost of living crisis, there are a number of services that have been cut. We recognise the importance of our role, as a school and hub of the community, to support our pupils and their families. We want parents and carers to recognise the help and support we can provide or signpost these facilities to the families who need them. We want all our pupils and especially those in receipt of Pupil Premium to have a flying start and this starts with ensuring parents and carers know the range of facilities and support that is available to them. Children need a holistic approach to their education, a partnership between schools and care givers is essential! With this in mind, attendance is key! Therefore, we will work closely with parents/carers to ensure that attendance increases.</p> | <p>Parents and Carers will know the wide range of support school offers.</p> <p>Parents and carers will have attended workshops and parents and carers will be aware of the professional services available to them.</p> <p>Attendance of pupils will improve.</p> <p>Where necessary, families will have accessed a range of opportunities available to them and sought advice where needed.</p> |
| <p>Priority 2 – Narrowing the Gap - Keep up not catch up!</p> | <p>Data shows that individual PP pupils have accelerated their rate of progress in Reading, Writing and Maths.</p> |

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| <p>To narrow the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups. Strong teaching and directed support ensure that disadvantaged children keep up with their peers. Pupils keep up not catch up. Children have the opportunity to make accelerated progress due to cultural capital. Working in partnership with parents and carers to support attendance of pupils and where there are concerns actions are swift and support families. Where there are gaps? Why? Investigations into why gaps exist and what works best to not only close but where possible, change that gap.</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 • 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. <ul style="list-style-type: none"> • The % of children achieving ARE in Writing will increase, with targeted support and a focus on developing the skills need to become a confident, independent writer. |
| <p>Priority 3 – Cultural Capital For all pupils to have improved resilience and aspirations through access to wider opportunities with an enhanced curriculum that will positively impact 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 and use the tools acquired from RRP training to ensure children learn about their behaviour and take positive next steps. • 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 |

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| | <p>opportunities thereby enhancing their personal development.</p> <ul style="list-style-type: none"> • Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children |
| <p>Priority 4 - Attainment A higher proportion of our disadvantaged pupils make or exceed national average levels for attainment at the end of EYFS, KS1 and KS2 and the 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. • Quality First Teaching – impactful CPD further strengthens pedagogy, particularly the use of AFL and feedback; scaffolding strategies and teacher modelling techniques. • SENDCO works 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 5 - A purposeful, enriching and engaging curriculum with a close focus on oracy. To ensure that our curriculum engages and interests' children, especially those in receipt of Pupil Premium</p> | <p>The curriculum will engage children and develop and foster a love of learning. Pupil voice, interactions and outcomes will demonstrate this.</p> <p>Children will talk about their experiences and these will have a positive impact on their wider education; both academically and personally. Academic results will show progression in reading, writing and maths.</p> <p>Individual characteristics will be developed with children showing resilience, ambition, pride and respect.</p> |

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: £ 48,000

| 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: £27,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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, reading fluency and comprehension skills.</p> <p>Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive</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> |

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| <p>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 and other key numerical concepts.</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> | 1,2,3 |
| <p>The following strategies will ensure support is effective and has an impact on children's writing development;</p> | <p>Writing</p> <p>The EEF highlights several key approaches that improve writing outcomes:</p> | |

First and foremost, QFT teaching where the skills needed to write are taught well.

- Targeted small-group or 1:1 support: Especially for those struggling with transcription skills (spelling, handwriting).
- Oral rehearsal before writing: Helps pupils structure ideas and vocabulary before committing to paper.
- Vocabulary development: Explicitly teach tiered vocabulary to close the word gap and support vocabulary enrichment by explicitly teach tier 2 and tier 3 vocabulary. Encourage use of word banks, thesauruses, and subject-specific glossaries to expand expressive range.
- Feedback and metacognition: Encourage pupils to reflect on their writing choices and self-assess.
- Extended writing opportunities: Give time for longer compositions, not just short tasks, to build stamina.
- Modelled writing: Teachers demonstrate the writing process live, showing how to plan, draft, edit, and improve. Pupils then mirror these steps with support.

- Explicit teaching of writing strategies: Model planning, drafting, revising, and editing so pupils internalize the process.
- Sentence combining and grammar instruction: Teach grammar in context, focusing on how it improves clarity and expression rather than isolated drills.
- Structured practice: Provide scaffolded opportunities to write with clear success criteria.
- Use of high-quality models: Share exemplar texts and analyze them together to highlight effective techniques.
- Frequent opportunities for writing across subjects: Encourage writing in history, science, and other areas to build fluency and transfer skills.

It is important to take into consideration the writing framework 2025 and the key points needed to support children's development in their writing.

- Writing is complex: It places heavy demands on pupils' working memory, so teaching must be carefully sequenced.
- Transcription first: Handwriting and spelling are taught early (Reception) to free cognitive load for composition.
- Sentence instruction is essential: All writing is built from sentences; grammar supports control but must be taught in context.
- Composition development: Pupils learn to structure writing, establish audience/purpose, and use vocabulary effectively.
- Feedback and motivation: Encouraging revision, feedback, and motivation is central to developing confident writers.
- Support for struggling pupils: Targeted scaffolding ensures equity in writing progress.

All these elements ensure the skills of mastering sentences and supporting the development of sentence composition are developed. Children will be able to hold a

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| | sentence, have the skills needed to write the sentences and then build up independent writing. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 37,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| For parents and carers to have access to workshops for parents and carers, and "ask the professional" approaches, drop-in sessions, health care visitors, coffee mornings, baby sensory classes, mental health support. Monthly signposts to professional services or community services. Cookery clubs and coffee mornings. | EFF – According to the Education Endowment fund - Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. | |
| <p>To ensure the curriculum is balanced and carefully sequenced, and 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</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. | 4 |

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| <p>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 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 at break-time; subsidise breakfast and after-school club.</p> <p>Support identified parents to engage in their children's</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</p> <p>'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; Department of Health, Social Services and Public Safety, 2017; Early Intervention</p> | <p>4, 5,6</p> |

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| <p>learning and support effectively at home. Engage in EH with PP families to prevent further educational neglect.</p> | <p>Foundation (EIF), 2018 - Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life.</p> | |
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Total budgeted cost: £ 110,422

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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| Attendance of PP children in 2023-2024 increased on the 2022 -2023 attendance data. |
| All children in receipt of PP attended a trip/visit. |
| Most PP parents had a parent meeting at least once in the academic year. |
| Precision teaching, QFT and tutoring 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. |
| 49% PP attended extra-curricular cubs at school. |

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 (EPATT) | 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. |
| What was the impact of that spending on service pupil premium eligible pupils? | 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. |

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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.