

Pupil premium strategy statement

Langton Primary School 2024-2025

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Langton CP Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	2 pupils Free School Meal 1.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Moore (Executive Headteacher)
Pupil premium lead	Katie Stringer (Head of School)
Governor / Trustee lead	Howard Widdall (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2960

Part A: Pupil premium strategy plan

Statement of intent

At Langton Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The percentage of our pupils eligible for Pupil Premium is significantly lower than the national average (Langton 1.9% compared with National average 25.6% in 2022).

High-quality teaching is at the heart of our approach, together with additional support as required and provision of necessary resources in order to ensure that all our children make good progress and enjoy and engage with all aspects of school life.

Overcoming barriers to learning takes priority when utilising the Pupil Premium grant. Our approach will be responsive to common challenges and individual needs, and will ensure that all children will receive quality first teaching in every lesson, together with targeted support for pupils who are not making expected progress. Likewise, we will ensure that non-academic barriers to attainment such as attendance, behaviour and physical and mental wellbeing are addressed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Learning, Attainment and Progress</p> <p>100% of the Pupil premium pupils are lower attaining compared to their peers. 0% are on the SEND register and 50% have previously been on the SEND register. The challenge is to increase this group's attainment and progress across Reading, Writing and Maths. Through high quality teaching and planned interventions and support.</p>
2	<p>Attendance</p> <p>Whole school attendance is above national at 95.27% for 2023-24. Our attendance data for PP pupils is generally good at 91.86%, which is an improving picture. Our assessments and observations indicate that this absenteeism is negatively impacting this particular group's progress. It has also impacted on their wellbeing and mental health.</p>
3	<p>Inclusion and enrichment</p> <p>Some of the pupils have limited access to extra-curricular activities and find it difficult to pay for educational visits, extra-curricular clubs and sports/music tuition. One club per week are offered with free/subsidised places for children in receipt of FSM. Visits and residential are subsidised, as are music and sporting opportunities.</p>

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
<p>1. Learning, Attainment and Progress</p> <p>1.1 To ensure QfT in all classrooms so that children in every class have the best possible education.</p> <p>1.2 To raise pupil attainment in reading, writing and maths</p> <p>1.3 To ensure disadvantaged children make expected or more than expected progress in reading, writing and maths</p> <p>1.4 To give children targeted support in small groups in addition to work covered in class.</p>	<ul style="list-style-type: none"> • QfT and adaptive teaching is seen in all classrooms in lesson observations/learning walks. • Pupils attainment is increased so that more pupils reach the expected in Writing, Reading and Maths and some achieve the greater depth standard. • Pupils progress is increased so that more pupils reach the expected standard and more achieve greater depth in Writing, Reading and Maths. • Well used and developed library areas. • Targeted support planned and taught to small groups. • Century is used regularly to identify and close attainment gaps. • Shine interventions are used to close the attainment gap.

<p>2. Attendance 2.1 To support children that have poor attendance or are regularly late for school and improve their overall attendance. 2.2 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> Attendance is improved through working with families and outside agencies. Pastoral lead supports families. Families are supported to arrive at school on time (early) through meet and greet, before school activities and subsidised breakfast club sessions.
<p>3. Inclusion and enrichment 3.1 To provide a range of school visits, visitors and experiences that they may not have been able to do without the financial subsidy. 3.2 Enhance and develop learning and experiences that develop children's cultural capital.</p>	<ul style="list-style-type: none"> A wide range of subsidised school visits, visitors and experiences are provided, all PP pupils expected and supported to attend Pupils knowledge, vocabulary and cultural capital improved, shown through pupils voice

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)

Total allocation: £ 500

Training: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide high quality feedback in lessons to support progress of all learners.	Feedback +6 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1
To improve teacher knowledge on effective teaching and learning strategies, including high quality modelling and scaffolding.	High quality teaching and learning through modelling and scaffolding https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support Collaborative learning approaches +5 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1
To improve comprehension and reading strategies for KS2, including fluency and reading interventions,	Reading comprehension strategies + 6 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1

developing a love for reading.		
CPD on self-regulation strategies to improve outcomes	Self-regulation + 7 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1

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

Total allocated £1,410

Shine: £250

Century: £200

TA support: £960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed tutoring / intervention sessions in maths to close attainment gaps.	1:1 tuition +5 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small tuition groups +4 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Reading interventions to develop fluency and comprehension skills.	Reading comprehension strategies + 6 EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1

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

Budgeted cost: 1000

Extra-curricular and trips: £500

Drama: £250

Pastoral Support: £250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arts participation (drama, music and dance, residential) and extra-curricular opportunities.	Arts participation +3 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3
Breakfast club offer to improve attendance.	Attendance report due https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance	2
Pastoral lead to work closely with parents and improve engagement.	Parental engagement +4 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3

Total budgeted cost: £2960

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aims	Outcomes
All PP children to enjoy school, have good attendance and make progress in line with their peers.	<ul style="list-style-type: none"> Pupil and parent feedback indicate that children are keen to come to school, high levels of attendance, and make progress in line with their peers.
All pupils can access extra-curricular opportunities. All pupils take part in opportunities leading to wider development of a fully enriched curriculum offer.	<ul style="list-style-type: none"> Monitoring of attendance and participation feedback from pupils, parents and teachers. Pupils attend extra-curricular activities and residential.
All pupils have access to SEMH intervention as required	<ul style="list-style-type: none"> Pupil, parent and teacher feedback demonstrates that pupils are displaying positive mental health and well-being
All pupils can access remote learning if necessary and have access to technology both in and out of school to support learning	<ul style="list-style-type: none"> All pupils have regular access to technology.

Standardised teacher administered tests or diagnostic assessments

- PIRA/PUMA/GAPs assessments used to assess reading, SPAG and maths from year 1-6.
- Little Wandle assessment for phonics.
- Century used to identify gaps within children's learning.
- Statutory assessment: EYFS baseline, phonics screening, multiplication test, KS2 SATS.
- Optional KS1 SATs

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Master the curriculum	Close the Gap
Literacy Shed	Visual Literacy
Verbo	Homerton Healthcare NHS Foundation Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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