

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Langley park primary School
Number of pupils in school	Reception to Year 6 (154) Including Nursery 190
Proportion (%) of pupil premium eligible pupils	Reception – Year 6 39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021-24
Date this statement was published	31 <sup>st</sup> October 2021
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	
Pupil premium lead	D Walton
Governor / Trustee lead	C Copestake

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,955
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,510

# Part A: Pupil premium strategy plan

## Statement of intent

### Our Ultimate Objectives:

When making decisions about using our Pupil Premium funding we first consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then referred to - to support decisions around the usefulness of different strategies and their value for money.

The common barriers to learning for our disadvantaged children include:

- weak language and communication skills
- less support from home (due to parents being unable or unwilling to help their child)
- access to educational resources at home
- more frequent behaviour/emotional difficulties - attendance and punctuality issues.

We also have a small number of children in very complex family situations which prevent them from flourishing. Such challenges are varied and there is therefore no “one size fits all” approach.

Our ultimate objectives are:

- To eradicate the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that no child is further disadvantaged by a lack of appropriate resources at home.
- For every child will develop a love for learning and acquire the skills and abilities necessary for them to fulfil their potential and gain employment as an adult.

### Our Implementation:

All members of staff, and the governing body, accept responsibility for our 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We aim to meet our ultimate objectives by:

- Reducing class sizes, enabling the pupil:adult ratio in classrooms to be smaller than the average school.
- Maintaining single year group classes.
- Ensuring teachers have good knowledge of the subject they teach. Provide effective support, CPD and resources to ensure teaching is good and better across the school.
- Ensuring teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.
- Ensuring teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Creating an environment that allows the child to focus on learning, this includes supporting the child's mental and physical well being.
- Promoting positive attitudes to learning at every opportunity.
- Supporting children so that they are committed to their learning, know how to learn well, are resilient to setbacks and take pride in their achievements
- Ensuring our children have high attendance and are punctual.
- Ensuring our children are not disadvantaged by a lack of appropriate resources at home.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals, and ensuring that our strategy supports these pupils too.
- Identifying, from a needs analysis, priority classes, groups or individuals, and ensuring that our limited funding and resources are utilised to target such pupils first.

### **Our Key Principles:**

- All teaching and learning opportunities are of high quality, and meet the needs of all pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups, including ensuring that the needs of all socially disadvantaged pupils (regardless of FSM eligibility) are adequately assessed and addressed.

- Pupil Premium Funding is allocated to priority pupils, groups or individuals.
- Pupil Premium Funding is used to address all inequalities, not just academic gaps.

## Challenges

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

Challenge number	Detail of challenge
1	many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.
2	attainment of pupil premium pupils in school in some cases is much lower than their peers and despite progressing the difference between non pupil premium pupils and pupil premium pupils is not diminished fully by the end of key stage two.
3	Many pupils have speech and language difficulties which presents as poor communication and understanding of language they benefit from additional adult support
4	some pupils do not have access to additional opportunities that are needed to provide a rounded education which would lead to raised expectations and aspirations for the future.
5	pupil attendance whilst improving is still an area of focus for the school, pupil premium pupils lower attendance is a barrier for a number of pupils in school.
6	A number of our disadvantaged pupils and families require significant social emotional and financial support. There is an increase in difficulties around adult mental health and the support available to families

## 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
people premium pupils to have more opportunities to read in school and at home as well as having greater access to high quality texts.	Pupil premium reading attainment to improve. Records from accelerated reader and home reading diaries to show improvement in pupils engagement with texts. Phonics provision to improve across school.
Ensure pupil premium pupils have a broad and balanced curriculum which accelerates their progress to diminish the difference	Attainment and progress for pupil premium pupils to improve. Knowledge engaged curriculum established.

between themselves and their non pupil premium peers.	
Pupils in EYFS to have access to high quality teaching and learning along with high levels of modelled speech and language.	Staff to explicitly model language and vocabulary to pupils. Progress in speech and language acquisition to be tracked termly.
All pupils to have opportunities to engage with experts over the course of their education and to see first hand the opportunities available.	Pupil premium pupils have experience of working with professionals over their life in the school.
Pupil premium pupils to attend school more regularly and diminish the difference with attendance for non pupil premium pupils.	Attendance data shows the gap is closing and pupil premium pupil attendance is improving. Case studies and pupil referrals will evidence successes
Financial barriers to be removed for all pupils in school to access clubs, visits and residential experiences.	Financial constraints will not be the limiting factor for any pupil to attend trips or residential's in school

## 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.

*Please note, where 'EEF' is referenced, this relates to the Education Endowment foundation and their 'Teaching and Learning Toolkit'.*

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve provision of systematic synthetic phonics teaching throughout school.</i></p>	<p>EEF (+5 months)</p> <p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>EEF findings show that high quality teaching has a positive impact on outcomes and that consistency in delivery is key.</p>	<p>1</p>
<p><i>Increase pupil's reading focus and range of texts they read through</i></p>	<p>EEF (+3 months)</p> <p>The EEF have found that Accelerated Reader appears to be effective for weaker readers as a catch up intervention. We have found it has improved the % of pupils reading at home and played a part in our improving outcomes in reading</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	<p>1</p>

<p><i>h more effective use of Accelerated Reader.</i></p>	<p><a href="http://www.renlearn.co.uk/wp-content/uploads/2015/03/EEF-Accelerated-Reader-Summary.pdf">http://www.renlearn.co.uk/wp-content/uploads/2015/03/EEF-Accelerated-Reader-Summary.pdf</a></p>	
<p><i>Improve effectiveness of feedback given to pupils.</i></p>	<p>EEF (+6 months)</p> <p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality leads to greater outcome improvements. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	2
<p><i>Mastery approach for teaching mathematics for Key Stage 1 and 2 fully embedded.</i></p>	<p>A whole school structured approach to the teaching of mathematics (including high quality CPD) ensures a deeper understanding of key mathematical concepts is taught to all pupils.</p> <p>EEF promotes high quality teaching to be a highly effective means of pupils progressing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf</a></p>	2
<p><i>Ensure all classes are single year group and that one year group with compl</i></p>	<p>EEF(+3 months)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our KS2 cohort and have identified that 4 smaller classes would allow teachers to increase the amount of attention each child will receive.</p> <p>Allowing one cohort to have their own teacher rather than separating into other classes will give pupils the environment to make better progress.</p>	2

<p><i>ex needs is kept small to enable a nurturing environment to be accessed.</i></p>	<p>Research shows that extremely small classes with quality teaching can have marked improvements in progress made.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p> <p>See EEF link <a href="#">here</a></p>	
<p>Establishing a knowledge engaged curriculum across school where knowledge is organised and sequenced to build on previous learning and experience.</p>	<p>EEF (+5months)</p> <p>Disadvantaged pupils in many households do not gain the rich vocabulary of their non disadvantaged peers, school has to do all that is possible to address this imbalance.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning</a></p>	<p>2,4</p>

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed times tables rock stars and Numbots across the school, including prizes and rewards.	<p>Pupil engagement, learning, time and budget are important.</p> <p>Maths teachers recognise how fundamental basic number fact recall and times table recall speed leads to later success in maths lessons; yet it's not always easy finding engaging ways to do daily practice. TT Rock Stars and Numbots does this and supports teachers along the way, reducing workload.</p>	2
<i>1:1 reading intervention for phonics</i>	<p>EEF (+5 months)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken words and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1
<i>Small group interventions</i>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>See EEF link <a href="#">here</a></p>	1,2,
Targeted small group intervention for identified pupils (after	<p>EEF (+4 months)</p> <p>Short, regular sessions (about 30 minutes) over a set period of time (up to ten weeks) appear to result in optimum impact.</p>	

<p>school or as part of afternoon)</p>	<p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EEF (+6 months)</p> <p>Careful teaching of reading comprehension strategies with texts matched to pupil's reading ability is a highly effective method of ensuring pupils progress in reading is increased.</p>	
<p><i>NELI language intervention for Reception Class</i></p> <p><i>Launchpad for Literacy (Nursery)</i></p>	<p>EEF (+4 months)</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.</p> <p>Oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on <u>Metacognition</u> which make talk about learning explicit in classrooms (such as Philosophy for Children), and to <u>Collaborative learning</u> approaches which promote pupils' talk and interaction in groups See EEF link <a href="#">here</a></p> <p>On entry assessment shows a high number of pupils who enter our EYFS below the typical level of development. Highly qualified staff ensure pupil's needs are met and early identification of necessary intervention is identified and acted upon. Communication and language acquisition is paramount for these pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</a></p> <p>High staffing ratios to allow for more quality and frequency adult interaction with all pupils with a focus on speech, communication and language.</p> <p>Launchpad for Literacy to be introduced into EYFS setting and to then become the foundation and driver for the EYFS curriculum.</p>	<p>2</p>

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental engagement with a focus on attendance, parent workshops, mental health/fitness and welfare support</p>	<p>Attendance and punctuality are seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - government document The PP How</p> <p>schools are spending the funding successfully.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils.</p> <p>See EEF link <a href="#">here</a></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies</a></p> </div>	<p>5, 6</p>
<p>Subsidise educational enrichment experiences visits outside of school/visitors into school and to provide transport where appropriate.</p> <p>-theatre visit - pantomime</p> <p>- Adventurous visits</p> <p>-visiting authors</p>	<p>EEF research Outdoor adventure learning moderate impact.</p> <p>Many of our pupils require school to access visits to places outside of the immediate locality in order to give them far greater cultural reference points as well as understanding what is being taught in their lessons.</p>	<p>4</p>

-visits to local cultural landmarks.		
Curriculum enrichment – PP pupils to be given access to music tuition.	<p>All Y4 and 5 pupils in KS2 have access to regular music provision,  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/</a></p> <p>EEF research suggests a gain of 2 months when pupils are involved in the arts.</p> <p>Author visits and curriculum launch events with 'experts' from beyond the school staffing.</p>	4

**Total budgeted cost: £ in excess of Pupil Premium Allocation (approximately £135,000)**

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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*Please see 2020/21 reviewed Pupil Premium Strategy*

**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*

<b>Programme</b>	<b>Provider</b>
TT Rock Stars	TT Rock Stars
AR	Renaissance Learning
3 <sup>rd</sup> Space Learning	3 <sup>rd</sup> Space Learning
Teacher Walk Thrus	John Scatt Publishing
Numbots	Maths Circle
SHINE	RL Assessments

