

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	Langtoft Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	(20 children) 9.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Governing Body
Pupil premium lead	Stuart Dolby
Governor / Trustee lead	Hannah Yemc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP: £ 27,700 (20 children) Adopted form care: £14,460 (6 children) Service Children: £0 (0 children) LAC: £ (0 child) TOTAL £ 42,160
Recovery premium funding allocation this academic year	£3,480.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,481 pp, £1,816 plac Total - £6297

Part A: Pupil premium strategy plan

Statement of intent

Background

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential and the intent of our pupil premium strategy is to prepare the children for the future, both in education and in life; that they make good progress and achieve high attainment across all subject areas irrespective of their background or the challenges they face.

Provision at Langtoft Primary School

In order to meet the above requirements, at Langtoft Primary School we will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. 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. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work they are set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The bulk of the pupil premium spend will be on supporting children with accessing the core subjects of English and mathematics. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum. We also want to ensure we use the pupil premium funding to support our children's health and wellbeing and to ensure all disadvantaged children have access to enrichment opportunities and cultural capital such as residential courses, individual musical instrument lessons and competing in sporting events.

Our Vision for our SEND and Vulnerable Pupils

Learning for Life ~

Our Mission

- We are committed to and passionate about nurturing the education and well-being of the whole child in a safe and caring community, through fostering an inclusive culture where every individual is valued.
- We deliver an ambitious and creative curriculum, to meet the needs of every child, ensuring a life-long thirst for learning.

Values

Woven and embedded through every thread of our curriculum and school life, we teach and demonstrate our core school values each day from learning moments in the classroom to character-building moments outside to family-defining moments at home.

- **Respect** – We understand and have empathy for the values, beliefs, rights and opinions of everyone in our school and wider community. We actively embrace and participate with the local and global community, upholding the Rights of the Child. We are proud to have Gold Rights Respecting Schools status.
- **Resilience** – In the face of challenges, we endeavour to try our best at all times. Should we face difficulty, we strive to adapt, bounce back and recover quickly.
- **Cooperation** - We work together as a team to learn and succeed by providing encouragement to others through praise and positivity and helping each other by building positive relationships through discussion and respecting the opinions of others.
- **Consideration** – We show an awareness of others' feelings and opinions and we achieve this by demonstrating kind and thoughtful behaviour.
- **Ambition** – We possess a strong desire and determination to always try our best in everything we do and achieve to the best of our abilities. We nurture curiosity by asking questions, thinking critically about what we are told and we find out more about ourselves and the world around us.
- **Independence** – We encourage independence by helping everyone to take responsibility for their own actions and learning so that we all achieve our full potential.
- **Confidence** – We emphasise the importance of believing in ourselves, to give a feeling of trust in our own abilities, qualities and judgement.

PUPIL PREMIUM

The tiered model and menu of approaches

1 HIGH QUALITY TEACHING

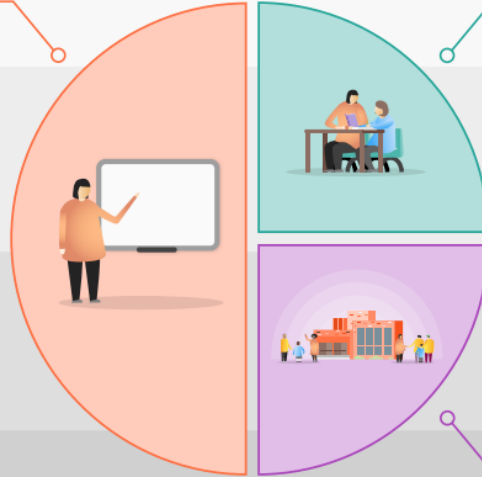
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils

Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning

Mentoring and coaching

Recruitment and retention of teaching staff

Technology and other resources focussed on supporting high quality teaching and learning



2 TARGETED ACADEMIC SUPPORT

Interventions to support language development, literacy, and numeracy

Activity and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions

One to one and small group tuition

Peer tutoring

3 WIDER STRATEGIES

Supporting pupils' social, emotional and behavioural needs

Supporting attendance

Extracurricular activities, including sports, outdoor activities, arts, culture and trips

Extended school time, including summer schools

Breakfast clubs and meal provision

Communicating with and supporting parents



Further information on the Pupil Premium

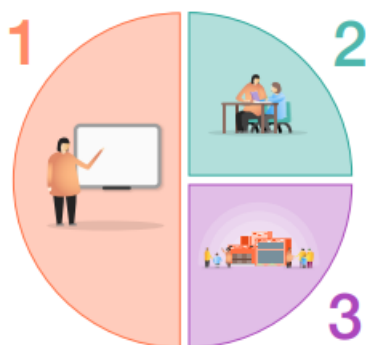
This QR code will take you to our Pupil Premium page, which includes an evidence brief with supporting resources for each approach listed.

<https://eef.li/pupil-premium/>



Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.

The tiered approach aligns with the [DfE strategy template](#), and 'menu of approaches', so school leaders can be confident that their school improvement approach meets the needs of their pupils and fulfils the expectations of the pupil premium strategy document.



1. High quality teaching

Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change.

Schools should always combine evidence with professional judgement about how transferable approaches are to their own setting.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Internal and external data shows that progress in Key Stage 2 is slower for disadvantaged pupils compared to their non-disadvantaged peers.
3	Improve the progress in writing for pupil premium children.
4	Improve outcomes for disadvantaged SEND pupils.
5	We have an increased number of pupils with complex needs , including speech and language, poor working memory, attention difficulties, motor skills,

	social emotional and mental health (including additional impact from the cost of living crisis on the family).
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some of our disadvantaged pupils, perhaps at least partly due to a lack of enrichment opportunities during school closures. Disadvantaged pupils are often less likely to join extra-curricular clubs or participate in outings and visits due to the cost. This is exacerbated by the cost of living crisis and placing additional strain upon the whole family.

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
Improved attainment of disadvantaged pupils.	KS2 reading, writing and maths combined outcomes indicate that more than 75% of disadvantaged pupils meet the expected standard.
Improved progress within Key Stage 2 of disadvantaged pupils.	Yearly outcomes indicate that more than 75% of disadvantaged pupils are making good progress within KS2, compared to their KS1 starting points.
Improved attendance from our disadvantaged pupils.	Continuation of provision of uniform, food and educational resources where necessary in order to level the playing field for disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • continued low numbers of bullying incidents • continued participation in enrichment activities by disadvantaged pupils • continuation of 'no child left behind' ethos by using pupil premium funding to subsidise the cost of all trips and visitors for disadvantaged pupils. This will be extended to music lessons other extra-curricular clubs where necessary (as usual).
Improve outcomes for disadvantaged SEND pupils	Ensuring good progress for SEND disadvantaged pupils across all year groups, all subjects, and all curriculum areas from their starting points.
The development of pupils' oracy and language skills on entry to the 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.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training £	Read Write Inc Training	1, 3, 4 and 5
TA £9,734	Teaching assistant support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 - 6
Consultancy £150	OT	4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons £126		4 - 6
Travel £59.00		4 - 6
Equipment and materials £2500 (PPLAC)	Educational resources to support learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1 - 6
Books £163 (PPLAC)	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092 Provision of resources focussed on supporting high quality teaching and learning.	1 - 5
TA £6,724 (PPLAC)	TA – Anne Nickson – Pastoral support	1 - 6
Tutoring Government funding £3,888.00	https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023	1 - 4
Apprenticeship levee £38.00 (PP) + £23.00 (PLAC)	Addition of Trainee Sports Leader – providing group support for engagement and attendance.	6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Uniform</i> £580	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf Pupil wellbeing within school.	6
<i>Milk</i> £230.00	Pupil wellbeing within school	5, 6
Books £482	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1 - 5
Educational visits £1300	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	4 - 6

Total budgeted cost: £ 25,202

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 2022 to 2023 academic year.

Aim	Outcome
<p>Oxford Reading Tree stage behind the scheme's expectations. At least 80% of disadvantaged pupils are in line.</p> <p>At least 73% of disadvantaged pupils in met the end of KS2 expected standard in reading, writing and maths and 23% are working at greater depth within the standard.</p>	<p>70% are in line.</p> <p>70% met or above.</p> <p>15% GD.</p>
<p>At least 80% of disadvantaged pupils are working within the standard for reading by end of Termlet 6 (July). At least 20% are working at greater depth within the standard.</p>	<p>Termlet 6</p> <p>FS – 100% (1)</p> <p>Year 1 – 100% (3)</p> <p>Year 2 – 43% (2PKS, 2WT, 2E, 1GD)</p> <p>Year 3 – 100% (1)</p> <p>Year 4 – 50% (4)</p> <p>Year 5 – 75% (4)</p> <p>Year 6 – 75% (4)</p>
<p>At least 80% of disadvantaged pupils work with fluency in the core areas of number (place value, addition, subtraction, multiplication, division and fractions) and geometry (properties of shape)</p>	<p>FS – 100%</p> <p>Year 1 – 33%</p> <p>Year 2 – 57%</p> <p>Year 3 – 100%</p>

	<p>Year 4 – 50%</p> <p>Year 5 – 75%</p> <p>Year 6 – 50%</p> <p>School Average – 66%</p>
<p>All disadvantaged pupils in EYFS/KS1 are no more than one Read Write Inc Phonics band behind the expectations of the programme.</p> <p>All disadvantaged pupils reach the expected standard in the Y1 PSC.</p>	<p>95% on track in RWI. (1 child not met).</p> <p>95% of PP achieved the Y1 PSC. (1 child not met)</p>
<p>Every disadvantaged pupil from Y1 onwards attends an extra-curricular club (for a fixed period) at least once during an academic year.</p> <p>Every disadvantaged pupil in KS2 represents the school at a sporting event in an academic year.</p> <p>Attendance for every disadvantaged pupil is never less than 97%</p>	<p>KS2 – 100% attended extra-curricular club.</p> <p>KS2 – 100% represented school at a sporting event.</p> <p>Average attendance is 93.7% (26 children)</p>

LANGTOFT PRIMARY SCHOOL Data Table 2023

Measure	% achieving expected standard	National Data
End of Foundation Stage: Good Level of Development (GLD) in first 12 of 17 Early Learning Goals.	84% (prime 95%)	65.3%
Y1 Phonics Screening Check	95%	75.8%
Y2 Resit Phonics Screening Check	50%	92%
End of Key Stage 1: Reading, Writing and Mathematics combined	61%	56%
Reading	81%	69%
Writing	65%	61%
Mathematics	74%	72%

Measure	Langtoft Primary School 2023 % achieving expected standard	Langtoft Primary School 2022 % achieving expected standard	National Data 2023
End of Key Stage 2: Reading, Writing and Mathematics combined	57%	62%	59%
Reading	73%	72%	73%
Writing	73%	66%	71%
Grammar, Punctuation and Spelling	77%	79%	72%
Mathematics	73%	83%	73%
Science	87%	79%	80%

Measure	Langtoft Primary School 2023 % achieving higher standard
End of Key Stage 2: Reading, Writing and Mathematics combined	10%
Reading	43%
Writing	30%
Grammar, Punctuation and Spelling	50%
Mathematics	33%

[Key stage 2 attainment: National headlines, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

Chart

Table

Attainment in reading, writing and maths, 2016 to 2023 (England, all schools)

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Reading, writing and maths	61%	61%	64%	65%	x	x	59%	59%

Chart

Table

Percentage of pupils at the end of key stage 2 meeting the expected standard by subject, 2016 to 2023 (England, all schools)

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Reading	66%	72%	75%	73%	x	x	75%	73%
Writing	74%	76%	78%	78%	x	x	69%	71%
Maths	70%	75%	75%	79%	x	x	71%	73%
Grammar, punctuation and spelling	73%	77%	78%	78%	x	x	72%	72%
Science	81%	82%	82%	83%	x	x	79%	80%