

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	190
Proportion (%) of pupil premium eligible pupils	(17 children) 9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	September 2022
Date on which it will be reviewed	Dec 22, April 23, July 23
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: £ 22, 865 (17 children) Adopted form care: £7035 (3 children) Service Children: £0 (0 children) LAC: £ (0 child) TOTAL £ 29,900
Recovery premium funding allocation this academic year	£1522
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5487

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.

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.
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.

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 engagement in remote learning and/or homework 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.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <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).
<p>Improve outcomes for disadvantaged SEND pupils</p>	<p>Ensuring good progress for SEND disadvantaged pupils across all year groups, all subjects, and all curriculum areas from their starting points.</p>
<p>The development of pupils’ oracy and language skills on entry to the school</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training £1400	Read Write Inc Training	1, 3, 4 and 5
TA £17,855	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
Equipment and materials £1289 (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 £6175 (PPLAC)	TA	1 - 6
Tutoring Government funding	https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023	1 - 4
Apprenticeship levee £112	NA	6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Uniform</i> £515	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	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 £163	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	4 - 6

Total budgeted cost: £ 28,548

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 2021 to 2022 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.

The government will not publish KS2 school level data for the 2021 to 2022 academic year and it recognises that schools (progress and attainment) were greatly affected by COVID-19 restrictions and pupil absence.

Aim	Outcome	
<p>Oxford Reading Tree stage behind the scheme's expectations. At least 85% of disadvantaged pupils are in line.</p> <p>At least 80% of disadvantaged pupils in KS2 met the expected standard in OUP/Testbase comprehension tests/STA past papers. At least 33% are working at greater depth within the standard.</p>	<p>50% are in line.</p> <p>30% met or above.</p> <p>10% GD.</p>	
<p>All disadvantaged pupils meet the on-entry criteria for their year group by the end of Termlet 2 (December).</p> <p>At least 80% of disadvantaged pupils are working within the standard by end of Termlet 6 (July). At least 20% are working at greater depth within the standard.</p>	<p>Termlet 2</p> <p>FS – 50% (4)</p> <p>Year 1 – 40% (5)</p> <p>Year 2 – 0% (1)</p> <p>Year 3 – 75 % (4)</p> <p>Year 4 – 33% (3)</p> <p>Year 5 – 0% (2)</p> <p>Year 6 – 0% (3)</p>	<p>Termlet 6</p> <p>FS – 33% (3)</p> <p>Year 1 – 0% (1)</p> <p>Year 2 – n/a</p> <p>Year 3 – 0% (2)</p> <p>Year 4 – 100% (1)</p> <p>Year 5 – 0% (2)</p> <p>Year 6 – 0% (3)</p>
<p>At least 80% of disadvantaged pupils work with fluency in the core areas of number (place value, addition, subtraction,</p>	<p>FS – 33%</p> <p>Year 1 – 40%</p>	

<p>multiplication, division and fractions) and geometry (properties of shape)</p>	<p>Year 2 – 100%</p> <p>Year 3 – 100%</p> <p>Year 4 – 67%</p> <p>Year 5 – 25%</p> <p>Year 6 – 25%</p> <p>School Average – 56%</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>At least 90% of disadvantaged pupils are on track.</p> <p>All disadvantaged pupils reach the expected standard in the Y1 PSC.</p>	<p>.67% on track in RWI.(one child not out of 3).</p> <p>33% on track in reading at end of Yr. 3 children in total- one met and 2 WT.</p> <p>50% of PP achieved the Y1 PSC this is only out of 2 children who took it.</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 – 96% (23 out of 24) attended extra-curricular club.</p> <p>KS2 – 96% (23 out of 24) represented school at a sporting event.</p> <p>Average attendance is 92.65% (23 children)</p> <p><i>Attendance in the 2021-2022 academic year was greatly affected by Covid-19, restrictions, testing and isolation which were still in force for at least one third of the academic year.</i></p>