

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	Langrish Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	17 th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	SLT
Pupil premium lead	SLT
Governor / Trustee lead	Samantha Bye

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18 232
Recovery premium funding allocation this academic year	£500
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	£18 732

Part A: Pupil premium strategy plan

Statement of intent

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. We will consider the challenges faced by vulnerable pupils as individuals.

The activity outlined in this statement is intended to support the pupil's needs, regardless of whether they are disadvantaged or not. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 that they're 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 supporting high expectations

Challenges

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

Challenge number	Detail of challenge
1	Lockdown has resulted in greater gaps for our disadvantaged pupils in core areas of the curriculum, which were harder to support remotely. Reading, phonics/spelling and handwriting have most noticeably been delayed.
2	Children dealing with trauma in their own lives require support to process this before they can begin to improve their academic attainment.
3	Lockdown has created a greater incidence of communication and language difficulties from our more disadvantaged children.
4	Lack of funds to support enrichment activities and uniform requirements.

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
Increased academic attainment to close the gap in reading, writing and maths	Children will have made good or accelerated progress by the end of the year.
<ul style="list-style-type: none"> Devices given to families (from DfE COVID allocation) to support home learning NELI training for LSA – programme delivered to all pupils who met the threshold including PP Before-after-school catch-up programmes offered to all PP pupils alongside identified peers Focus group teacher – PP children falling behind targeted in their catch-up group Across the school 90% met or exceeded ARE in reading; 71% in writing; 90% in maths. In Year 6, 100% achieved or exceeded ARE in reading writing and maths. 	
Improved behaviours for learning	Greater independence and resilience within lessons; evidence of class learning behaviours being utilised effectively.
	<ul style="list-style-type: none"> Children talking with confidence about their learning, independence and success in learning conferences and discussions with visitors (Governor visit June 22)
More settled, resilient children who are able to self-regulate their relationships	Fewer referrals being made to ELSA relating to social interactions and less linked pastoral incidents reported

<ul style="list-style-type: none"> Teachers liaising regularly by email (to ensure split families get the same information) and phone with PP families for learning and social updates and ways in which they can support at home More Forest School sessions used to rebuild relationships, develop 'soft skills' and support self-regulation during first half of the year 	
All children able to access enrichment opportunities equally	Attendance at trips, clubs and representation on school teams
<ul style="list-style-type: none"> Sports kit (shin pads and boots) purchased for pupils so they could play in school teams; school kit loaned to all players for matches Transport costs covered for trips and part payment offered for residential visits 	

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: £6 244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a specialised LSA (qualified teacher) to support vulnerable year group	Targeted focussed teaching in daily English and math lesson to allow for a differentiated diet to suit the needs of a diverse group of learners	1, 3
Forest School provision extended	After school club (to vulnerable year group) and additional curriculum provision to develop 'soft skills' lost during lockdown	2, 3

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

Budgeted cost: £6 244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading	Regular reading and key word work accelerates progress for those not accessing this at home	1

Intervention groups for basic comprehension skills and daily reading for fluency to provide equality of provision with peers who access this at home		
Phonics catch-up	Teacher led intervention has had high success rates in the past	1
Split input to target next steps of cohort in Year 1 and Year 2 has helped to close the gap created during Covid – 90% of the Year 1 cohort passed their phonics screening test		
Early morning tuition	Small group intervention or 1:1 tuition before the school day is targeted to children’s next steps and ensures regular, protected time	1
Computer access before school for those children without reliable devices/internet at home. Devices supplied for home use where more appropriate.		

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

Budgeted cost: £6 244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club Provision	Children are more settled by the time they reach the class, are first in to ensure a quiet, smooth transition and have had time with trusted adults to support the transition from home to school.	1, 2, 3, 4
All Pupil Premium pupils are offered fully funded, daily places at our Breakfast Club (57% take-up; 77% FSM)		
ELSA support	Children are able to discuss issues arising before they become more serious; issues are often dealt with before the end of the school day so children don’t take these home and dwell on them. Invited children have protected time to work on pastoral targets (highlighted in CP & CIN plans)	1, 2, 3
<ul style="list-style-type: none"> • 7 pupil premium children have received a planned programme of support this academic year and since been signed off (out of 17 children overall); 2 pupil premium children are currently receiving programmed support. Parents of all timetabled pupils spoken with prior to beginning work and updated throughout with a final discussion to feedback once sessions have been completed. • Drop-in sessions during lunchtimes work well with good communication via CPOMS to keep all relevant adults updated over any issues raised; ELSA’s knowledge of pupil premium pupils allows targeted provision and priority timetabling as required (her morning role as a 		

<p>LSA is timetabled to forge relationships with those of greatest need, helping to build relationships with these individuals).</p> <ul style="list-style-type: none"> • ELSA hours were used to support Year 6 pupil premium children with transition work ahead of accompanying them on an additional transition activity at the secondary school in a 'keyworker' role. 		
Lego Therapy	Teamwork, communication and language skills develop well while providing nurture time for individuals	1, 3
<ul style="list-style-type: none"> • Sports kit (shin pads and boots) purchased for a pupil so they could play in school team; school kit loaned to all players for matches • Uniform and wellies provided for pupils (25% of pupils) 		
Uniform/kit funding	Children have equal access to the grounds and all activities	4
Drama workshops, funded trips, Activ8 provision	Children have equal access to enrichment opportunities, experiences beyond the home	2, 4
<ul style="list-style-type: none"> • Holiday club places funded for most vulnerable at local secondary school • Transport costs covered for trips and part payment offered for residential visits 		
Resources to support OT (external) and hand gym/fine motor activities (EHCP/Wave 3 provision)	Targeted support programmes to develop fine motor skills and address sensory issues can go ahead with these resources now in place.	1, 2, 3, 4
<p>Burrow used to support regular, appropriate provision of OT/fine motor activities over the course of the year as needed/identified.</p>		

Total budgeted cost: £ 18 232

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.

As many of our disadvantaged pupils were invited to attend school during Lockdown, their attainment is broadly inline with expectation and their gaps/weaknesses remain similar to their peers. However, despite time in school, provision was very different and interventions easily disrupted due to Covid 19, hence the focus on intervention and catch-up programmes highlighted above for the new year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider