

Pupil Premium Strategy Statement 2022/2023

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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.

The recovery premium for 2022/23 should be used to:

- Provide targeted academic support such as tutoring
- Tackle non-academic barriers to success in school such as attendance, behaviour and social and emotional support

School overview

Detail	Data
School name	Langrish Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	SLT
Pupil premium lead	SLT
Governor / Trustee lead	Samantha Bye

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,380
Recovery premium funding allocation this academic year	£1660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22,040

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 resulted in greater gaps for our disadvantaged pupils in core areas of the curriculum. Reading, phonics/spelling and handwriting have most noticeably been delayed.
2	Children who are currently dealing with trauma in their own lives require support to process this before they can begin to improve their academic attainment.
3.	Children who have complex issues due to early childhood trauma require bespoke, targeted support
4	Lockdown created a greater incidence of communication and language and social interaction difficulties for our more disadvantaged children, especially in the cohorts of Y1 and Y2.
5.	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.
<p>Actions:</p> <ul style="list-style-type: none"> • Devices given to families to support home learning 1 device to 1 family • NELI programme delivered to all pupils who met the threshold including PP. Release time funded for preparation of materials and assessment Completed with YR cohort, all scored expected standard • Tutoring programmes offered to all PP pupils alongside identified peers Completed across the school for reading, writing and maths as needed • Focus group teacher working alongside identified PP children for Maths and English See below 	

'The school regularly reviews where the need for targeted provision sits and adjusts provision accordingly. Currently the school employs a highly talented teacher for 3 days a week who is working with a small group of Year 5 pupils. Equally there are a small group of disadvantaged pupils working within the main body of the class. All these pupils are highly engaged and can articulate their learning with passion and engagement. The teachers across both groups target their questioning and their focussed engagement with pupils shows stonking impact. Work shared within the visit demonstrates this in practice. The use of school designed, year group specific non-negotiable checklists ensure all pupils have clarity over what is expected. There has been a clear focus on developing vocabulary through the use of quality texts, editing skills and targeted teaching. When asked about the non-negotiables pupils respond with we crack it and then we build on it.' LLP disadvantaged pupil report, June 2023

Pupil premium children achieving ARE or above July 2023

Reading	Writing	Maths
94%	67%	94%

The identified provision for Year 5, as noted above as a strength by the LLP, will be continued into Year 6. This is because 4 of the 5 children who are not yet working at ARE in writing are in this group.

Resilient children who are able to self-regulate their relationships	Targeted support used effectively for identified children to address need
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- Actions:**
- 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 [Conversations recorded on CPOMS as part of our pastoral tracking system](#)
 - Mapped Forest School sessions used to rebuild relationships, develop 'soft skills' and support self-regulation across the academic year [On LTP and supported by class teachers for pastoral support and application across the week](#)
 - ELSA sessions available for drop ins and 1:1 referrals. Funding continuing for ELSA training and supervision sessions

2 PP, 1 Post-LAC & 1 service child have accessed 6 week ELSA programmes tailored to their individual need this year. A Year 6 PP pupil was part of a small group of peers who attended an additional transition event.

All children able to access enrichment opportunities	Attendance at trips, clubs and representation on school teams
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- Actions:**
- Sports kit purchased for pupils when needed
 - Transport costs covered for trips and part payment offered for residential visits
 - Clubs funded by school
 - Uniform funded by school
 - Peripatetic Music lessons funded
 - Priority given in school based clubs to PP children
 - Breakfast Club funded places

[Funded as above by individual need](#)

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: £7346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabling of LSA team to support vulnerable pupils	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 embedded	After school club and curriculum provision to develop 'soft skills'	2, 3

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

Budgeted cost: £7346

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
Phonics / NELI catch-up	Teacher led intervention has had high success rates in the past	1
Recovery tuition	Small group intervention or 1:1 tuition is targeted to children's next steps and ensures regular, protected time	1

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

Budgeted cost: £7346

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	1, 2, 3, 4

	support the transition from home to school.	
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	1, 2, 3
Lego Therapy	Teamwork, communication and language skills develop well while providing nurture time for individuals	1, 3
Uniform/kit funding	Children have equal access to the grounds and all activities	4
Drama workshops, funded trips, Activ8 holiday provision	Children have equal access to enrichment opportunities, experiences beyond the home	2, 4

Total budgeted cost: £ 22,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year.

Across the school, termly assessments supported teacher observations to inform provision. White Rose pre and post data, Headstart reading comprehensions, PM benchmarking and NFER spelling tests enabled recovery programmes to be delivered at the correct academic level to identified PP children.

End of year NFER / SATS assessments showed that PP pupils across the school achieved as follows:

- 90% met or exceeded ARE in reading;
- 71% met or exceeded in writing;
- 90% met or exceeded in maths.

In Year 6 2022 SATS, 100% of PP pupils achieved or exceeded ARE in reading, writing and maths.

For further information, please see review comments (in blue) on previous PP statement and minutes from the Governors Standards meetings where flight paths are shared for PP groups.

Service pupil premium funding

The impact of spending on service pupil premium eligible pupils?

Please see review comments (in blue) on previous PP statement and minutes from the Governors Standards meetings where flight paths are shared for PP groups.

Service funding for this year = £1240 (4 pupils)

There are no identified actions for this group of children which are different from the plan above