Pupil Premium Strategy Statement

Langrish Primary School 2025/2026

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Langrish Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Heather Jones, Headteacher
Pupil premium lead	Heather Jones, Headteacher
Governor / Trustee lead	Fiona Pruden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15,700

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 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	Our assessments, observations and discussions with pupils reflect lower attainment for some disadvantaged pupils in the technical aspects of English
2.	Children who have complex issues due to adverse childhood experiences require bespoke, targeted support; children experiencing current turbulence in their home lives benefit from additional nurture time to support their well-being.
3.	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 writing.	**Children will have made good or accelerated progress by the end of the year.**

Actions:

- Continue to embed Talk4Writing as a strategy to build confidence and stamina in writing.
- Focus group teacher used to support imbedding with T4Writing used across the infants and lower KS2 classes as planned
- Bookabees subscription to support reading engagement
- One pupil benefited from this/accessed greater range of texts
- Focus group teacher working alongside classroom teachers for phonics and writing in Key Stage 1

Pupil premium children achieving ARE or above July 26 (1 pupil = 17%)	
Reading	Writing
83%	83%

Resilient children who are able to self-regulate their relationships	Targeted support used effectively for identified children to address need

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

- Mapped Forest School sessions used to rebuild relationships, develop 'soft skills' and support self-regulation across the academic year
- Additional block of forest school given to cohort to further embed these skills
- ELSA sessions available for drop ins and 1:1 referrals. Funding continuing for ELSA training and supervision sessions.
- Three PP children benefited from ELSA sessions

  LEGO therapy resources and training to develop social and emotional skills
- Breakfast Club funded to support daily transition (soft start) from home to school
- Staff training of trauma informed practice, emotion coaching and co-regulation strategies
- Impact consistent application of behaviour policy using trauma informed practice by all staff across school

All children able to access enrichment opportunities	**Attendance at trips, clubs and representation on school teams**

Actions:

- Sports kit purchased for pupils when needed
- 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: £ 6, 000

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Timetabling of LSA team and focus group teacher to support vulnerable pupils	Targeted focussed teaching in daily English lessons to allow for a differentiated diet to suit the needs of a diverse group of learners	1, 2
Forest School provision embedded	Curriculum provision to develop 'soft skills'	2, 3

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

Budgeted cost: £ 6, 000

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	Teacher led intervention has had high success rates in the past	1
Focus group teaching	Support teacher timetabled to Years 1 and 2 English sessions to embed early writing skills	1

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

Budgeted cost: £ 3, 700

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
ELSA support/LEGO therapy	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
Uniform/kit funding	Children have equal access to the grounds and all activities	3
Drama workshops, funded trips, Activ8 holiday provision	Children have equal access to enrichment opportunities, experiences beyond the home	2, 3

Total budgeted cost: £15,700 Financial year 25/ 26 (April – March)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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:

- 100% met or exceeded ARE in reading;
- 75% met or exceeded in writing;
- 100% met or exceeded in maths.

In Year 6 2025 SATS, 100% of PP pupils achieved 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?
100% of our service children achieved or exceeded ARE in reading, writing and maths: minutes from the Governors Standards meetings evidence flight paths for PP groups.
Service funding for this year = £ 1,750 (5 pupils)
There are no identified actions for this group of children which are different from the plan above.