

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	Langham Primary School
Number of pupils in school (September 2022)	96
Proportion (%) of pupil premium eligible pupils	4.2%
Academic year/years that our current pupil premium strategy plan covers	2021-2022; 2022-23 (Updated November 2022)
Date this statement was published	22.12.2021 (Updated 19.12.2022)
Date on which it will be reviewed	September 2023
Statement authorised by	Andrew MacDonald (headteacher)
Pupil premium lead	Andrew MacDonald (headteacher)
Governor / Trustee lead	John Jones (chair of governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,565
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	£8,065

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all children to fulfil their potential while they are at our school. This means we expect them to make good progress regardless of their different starting points and in spite of any barriers they face. The purpose of our pupil premium strategy is to support disadvantaged pupils to achieve our goal.

Our main approach is high quality teaching in each classroom every day. We make sure that learning in the classroom is accessible to all children. We provide all pupils with a broad education, equipping them with the knowledge, skills and attitudes that will enable them to succeed in the next stage of their education. We pay particular attention to reading and making sure children have a wide vocabulary. We believe that unlocking language is the key to unlocking children's' potential.

This is underpinned by accurate assessment for learning which identifies gaps in learning and highlights the next steps pupils need to take. Our approach to this is well established and allows us to monitor the impact of our work. This means we can make adjustments to any provision in a timely way.

Some children need additional support to fulfil their potential. This support may involve additional interventions to address particular areas of weakness. Interventions are carefully selected, implemented in a timely way and monitored to make sure that they are having the impact intended.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' performance in mathematics shows encouraging signs of recovery. However, children in current (2022-23) Year 6 (including disadvantaged children) remain some way off catching up with pre-pandemic levels of performance. School self-evaluation at the end of the 2021-2 academic year indicates that that fluency with number and automaticity of calculation skills are a barrier for a significant group of children across the school.
2	School self-evaluation indicates that vocabulary is sometimes a barrier to achieving potential. Observations in class and national research suggest that disadvantaged children are particularly affected by this barrier.
3	Some children, including those from disadvantaged backgrounds, have not practiced their reading regularly during periods of school closure and have not had access to high quality children's literature. This has had a negative impact

	on the development of phonics and subsequent reading skills. School self-evaluation at the end of the 2021-2 academic year indicates that not all children are as confident in reading as we would like by the end of Key Stage 2. This is particularly true for disadvantaged children.
4	Current (2022-3) Year 4 is a very small cohort of 10 pupils. A significant proportion of pupils in the group were not on track in English and maths at the end of the 2020-21 academic year. Although the picture has improved, there remains a significant group of children at risk of not achieving their potential, particularly in reading.
5	<p>The mental health and wellbeing of some children (including those from disadvantaged backgrounds) has been negatively affected by reduced opportunities to interact socially with peers and develop healthy social skills. This has led to greater reliance on potentially risky online behaviour and an increase in minor playground conflict.</p> <p>During the 2021-22 academic year, the school successfully improved attendance for a group of children with low levels of attendance through careful tracking and intervention. However, attendance analysis in October 2022 indicates there remains a small group of children who are at risk of not achieving their potential due to poor attendance.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022 and 2023 show that disadvantaged pupils met the expected standard or make expected progress from KS1 starting points.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022 and 2023 show that disadvantaged pupils met the expected standard or make expected progress from KS1 starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice and teacher observations qualitative data from pupil voice about online behaviour

<p><i>Target added to strategy in November 2022:</i> Ensure that children at risk of low levels of attendance are identified and supported so that their attendance improves to pre-pandemic levels.</p>	<p>Overall absence of around 3% and persistent absence of no more than 4%.¹</p>
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¹ Cumulative figures for the year to July 2019.

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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase diagnostic standardised tests for maths. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £ 5,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and implementation for Essex maths EPS intervention.	The EPS programme has been evaluated by Essex Educational Psychology Service. https://schools.essex.gov.uk/pupils/SEND/Documents/EPS%20MI%20Info%20sheet%20spring%202022.docx The programme will be delivered as a small group intervention. Small group tuition EEF (educationendowmentfoundation.org.uk)	4

Support time for individual and group interventions including precision teaching and NELI.	<p>Staff have been trained on supporting pupils using a precision teaching technique. It is a tried and tested approach with strong evidence to support its positive impact. Microsoft Word - CS1Murton15-18 (ucl.ac.uk)</p> <p>The Education Endowment Foundation have recently completed an efficacy trial on the Nuffield Early Language Intervention Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
Resources to support individual practice and support, such as Nessy subscription, Dancing Bears and Power of 2 maths workbooks.	<p>Intensive individual support has been found to help pupils catch up with their peers in phonics Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Power of 2 provides regular practice aimed at achieving fluency and mastery of core maths skills. Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	1,4

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Qualified sports coach to train playground leaders to provide a sustainable approach to better playtimes.</i>	<p>This approach is targeted specifically at improving playtime behaviour. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5

Total budgeted cost: £ 8,065

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.

The school had access to a significantly higher amount of additional funding in 2020-21 compared to 2021-22 due to the way recovery and catch up premium is distributed. The strategies and interventions which were put in place were successful in helping all children, including disadvantaged pupils, catch up with pre-pandemic levels of attainment. School assessment data suggests that disadvantaged pupils have made the same or better progress than their peers to achieve this.

Externally provided programmes

Programme	Provider
Success@Arithmetic	Every Child Counts (Edge Hill University)
Dancing Bears	Sound Foundations
Nessy Reading	Nessy
Power of 2	123 learning
Plus 1	123 learning
Stile phonics for reading and spelling	LDA
Supported reading programme	
Precision teaching	Essex Educational Psychology Service