

# Pupil premium strategy statement

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 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 2023)	94
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2023-4, 2024-5, 2025-6
Date this statement was published	15.12.23
Date on which it will be reviewed	September 2024
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	£7,610
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9,610

# 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 since the pandemic. However, at the end of 2022-3 academic year, outcomes in maths at the end of KS2 were lower than expected, including for disadvantaged pupils. School self-evaluation 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	Outcomes in Year 2 and Year 6 writing in July 2023 were not as high as they should be. This is because children are not sufficiently confident in spelling and grammar to write fluently and accurately.
4	A small number of pupils continue to make slow progress in reading despite additional support.

## 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.	Disadvantaged pupils meet the expected standard <b>or</b> make expected progress from their starting points. The 'expected standard' is the expected standard in statutory tests, age related attainment in teacher assessments, or standardised score of 100 or more in reading tests.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Disadvantaged pupils meet the expected standard <b>or</b> make expected progress from their starting points. The 'expected standard' is the expected standard in statutory tests, age related attainment in teacher assessments, or standardised score of 100 or more in number screening tests.
Improved writing attainment for disadvantaged pupils.	Disadvantaged pupils meet the expected standard <b>or</b> make expected progress from their starting points. The 'expected standard' is the expected standard in statutory tests, age related attainment in teacher assessments, or standardised score of 100 or more in spelling tests.

## 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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase up to date diagnostic standardised tests for spelling and reading. 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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	4, 3
Staff training on improving outcomes in reading supported by updated resources and scheme of work.	<a href="#">Literacy   EEF (educationendowmentfoundation.org.uk)</a>	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
Support time for individual and group interventions including precision teaching and NELI.	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. <a href="#">Microsoft Word - CS1Murton15-18 (ucl.ac.uk)</a>  The Education Endowment Foundation have recently completed an efficacy trial on the Nuffield Early Language Intervention <a href="#">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

Resources to support individual practice and support, such as Nessy subscription, Dancing Bears and Power of 2 maths workbooks.	Intensive individual support has been found to help pupils catch up with their peers in phonics <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a> Power of 2 provides regular practice aimed at achieving fluency and mastery of core maths skills. <a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	1,4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 610

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>	This approach is targeted specifically at improving playtime behaviour. <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5

**Total budgeted cost: £ 9,610**

## 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 2022 to 2023 academic year.

Provision in Phonics continues to be highly effective. Staff training was delivered at the beginning of the 2022-3 academic year which meant that all adults working in school had a better understanding of how to deliver phonics effectively. As a result, outcomes in phonics are high at the end of Year 1, and effective support meant that all but one of the 2022-2023 Y2 cohort finished the key stage with a firm grounding in phonics.

In 2022-3, a group of pupils in lower key stage 2 were identified as needing urgent reading support. As a result of an intensive and consistent programme of support, these pupils made rapid progress with their phonics. Although they still need ongoing support, they are now able to access the curriculum more independently and are starting to read more widely. We need to build on these gains with a programme of support that effectively builds on these gains.

As the result of a focus on reading improvement throughout the school during the 2022-3 academic year, by the end of Year 6, 79% of pupils achieved the expected standard in reading. This is higher than the national average. School assessment also reflects the impact of this work on some children, especially those with a 'just at age related expectations' in previous years. This project was supported by CPD from the Myland English Hub and PLN training on developing reading comprehension.

As a result, our focus on improving maths vocabulary was overshadowed by an emphasis on re-establishing basic number skills. Regular opportunities to practice basic number skills have been built into the curriculum, and signs of the positive impact of this can be seen in 2022 and 2023 outcomes for Year 2 and the Year 4 MTC check.

### 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