# 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

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| Detail | Data |
| School name | Langham Primary School |
| Number of pupils in school (September 2024) | 100 |
| 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 first published | 15.12.23 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Andrew MacDonald (headteacher) |
| Pupil premium lead | Andrew MacDonald (headteacher) |
| Governor / Trustee lead | John Jones (chair of governors) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £10,700 |
| Recovery premium funding allocation this academic year | - |
| 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 | £10,700 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.

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| 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. Outcomes at the end of KS2 improved in 2023-4, but attainment in mathematics is lower than it is in reading and writing.  |
| 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 | Evidence from school self-evaluation suggests that some 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.

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| 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 **or** 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 **or** 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 **or** 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: £ *2,000*

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| 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:[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 4, 3 |
| Staff training on improving outcomes in reading supported by updated resources and scheme of work.  | [Literacy | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy) | 3 |

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

Budgeted cost: £ *8,000*

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| 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. [Microsoft Word - CS1Murton15-18 (ucl.ac.uk)](https://www.ucl.ac.uk/educational-psychology/resources/CS1Murton15-18.pdf)The Education Endowment Foundation have recently completed an efficacy trial on the Nuffield Early Language Intervention [Nuffield Early Language Intervention | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention) | 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[Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)Power of 2 provides regular practice aimed at achieving fluency and mastery of core maths skills. [Mastery learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning) | 1,4 |

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

Budgeted cost: £ *700*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Qualified sports coach to train playground leaders to provide a sustainable approach to better playtimes.*  | This approach is targeted specifically at improving playtime behaviour. [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5 |

**Total budgeted cost: £** *10,700*

# 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 2023 to 2024 academic year.

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| As a result of the Nuffield Early Language Intervention programme, a group of 4 children with low on-entry language skills made accelerated progress with vocabulary and language acquisition. 80% (compared to a national average of 66.7%) children were assessed as reaching a good level of development by the end of the foundation stage in July 2024. Additional support with early reading meant that 100% of children who took the phonics screening check for a second time at the end of Year 2 had reached the expected standard. At the end of Key Stage 2, attainment in mathematics increased form 42.9% reaching the expected standard in 2023 to 68.8% in July 2024.  |

## Externally provided programmes

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| 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 |