

Langham Village School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. Funding allocation relates to April 2023 – April 2024

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 village School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	18% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	April & September 2024
Statement authorised by	Polly Kosowicz Headteacher
Governors	Mr Tom Dye Mr Chris Carroll

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,930
Recovery premium funding allocation surplus Tutoring Grant surplus	£1616 £1450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£39,016

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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their 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 the National Tutoring Programme 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 and raise expectations of what they can achieve

Common barriers to learning for disadvantaged children at Langham Village School are less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties. There may also be complex family situations that can prevent children from flourishing. It is important to note that at Langham, 36% of SEND children are PPG and 39% of PPG have SEND. We consider our 'double disadvantaged' children as a priority. Our ultimate objectives are:

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To give the disadvantaged children a broad spectrum/range of extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Phonics Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	In class support Internal and external (where available) assessments indicate that maths and English attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Social and emotional development of children across the school Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and English.
5	Family support Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none">• for children to communicate their needs effectively• for children to follow simple adult instructions• for children to pronounce sounds correctly
2. Improved reading and phonics attainment among disadvantaged pupils across the school.	<ul style="list-style-type: none">• for children to learn in small groups where possible in order to pass KS1 phonics screening at the end of Year 1
3. Improved maths and English attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none">• for children to learn in small groups if possible and benefit from focused teaching in maths and English in order to make expected progress by the end of KS2
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none">• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils• for children to develop good behaviours for learning• for children to work collaboratively• for children to follow simple adult instructions• for children to develop strategies to manage the way they feel• for children develop successful relationships and friendships outside of school
5. Improved family support	<ul style="list-style-type: none">• for parents to see the school as a support network and use our Family Support Practitioner when needed

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: **£3,676 + £3,500 + £8,500 + £2,300 + £1,000 + £3,000 = £19,976**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Speech and language expertise and advice from external practitioner.</p> <p>Training for staff in Speech and language.</p> <p>Fund teaching assistant time to deliver S&L interventions.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>By training TA's directly with the speech and language qualification, we are enabling them to deliver the SALT intervention</p>	1
<p>Purchase of Floppy's Phonics resources and books a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Fund Teaching Assistant time to deliver phonics intervention across the school.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths and English teaching and curriculum planning.</p> <p>We will fund Teaching Assistant time to enable children to be taught in small groups and access maths meetings.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3

<p>Advice and support services from Educational Psychologist/Learning Support, ASD and School2School Service</p> <p>Purchase of 'Outcomes Star' resources and training.</p> <p>Head teacher Mental Health Lead training.</p> <p>Teaching assistant time for 'Time for Me' program for pupils in need of mental health support.</p>	<p>External assessment from the EP and ASD team will enable staff and parents to have strategies that they can then use with children, both in groups and in 1:1 situations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4
<p>Improve the quality of social and emotional (SEL) learning. Purchase of PSHE resources</p> <p>Professional development and training for staff.</p> <p>Fund extracurricular opportunities for disadvantaged pupils such as residentials, trips and clubs</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
<p>To fund the Parent Support Practitioner to work with families who are in need of guidance and sign posting to services</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5

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

Budgeted cost: £7,000 + £4,040 = £10,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of 'Accelerated Reader' to improve reading and comprehension skills for disadvantaged pupils who have a relatively low reading age.</p>	<p>By developing a love of reading this will also develop Reading Comprehension strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3

Engaging with the National Tutoring Programme to provide maths tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. (Third Space Learning)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4,000 + £3,000 = £7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School session every week for a number of disadvantaged children	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost:

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.

Desired outcomes

1. Speech and language - for children to communicate their needs effectively.

All classes have at least 1 TA to support pupils key skill development in class.

Adults have modelled effective communication.

4 children have benefited from SALT sessions with Teaching Assistants, two of these children have now been referred to the SALT team following 10 weeks of in school intervention.

Daily phonics sessions in Reception and Key stage 1 – with group and individual support for those requiring further input. Floppy's Phonics resources have been purchased.

-EYFS tracker identifies good progress in CLL

-All children in Year 2 passed their phonics screening in 2023

2. Social and emotional development of children across the school - for children to develop good behaviours for learning

1 extra day per week for Teaching Assistant who is trained as Mental Health Champion.

Delivery of group and individual sessions, nurture and emotional wellbeing focus every day in Jet Class delivered by trained Teaching Assistant. (SP)

Delivery of group and individual sessions, nurture and emotional wellbeing focus every day in Amber Class delivered by trained Teaching Assistant. (MJ)

Consistent adults in classes to support all aspects of learning

All pupils in year 5 and 6 have accessed an annual residential

After school activities have been available for all pupils

-There has been a reduction in behaviour incidents in school, especially at lunch times.

--HT monitoring shows high level of pupil engagement in lessons

-Lesson observations show children working collaboratively

--With support children are developing strategies to manage the way they feel, further work on resilience is required.

-Evidence of growing relationships and friendships outside of school since lockdown.

3. Family support - for parents to see the school as a support network, Parents freely share information with the school when things are difficult or change at home – actively seek support

School have an open door policy, parents have asked for financial support for trips, holiday activities, music tuition and food parcels. Head teacher has been available every day at the gate.

High parental engagement in school; happy to share their worries with school, so they can be sorted/supported quickly. Families have been provided with food and sign posted to further services such as free holiday clubs.

-High parental involvement in parents evening and whole school events. (all parents of PP pupils attended a parent consultation)

Parents have accessed the Parent Support Advisor (2 parents of PP pupils)

4. In class support - for children to learn in small groups if possible

- for children to develop strong relationships with adults who support them

- At least one TA in each class every day.

- HT monitoring has identified high quality teaching and learning

-HT monitoring shows that TA's have provided high quality support and interventions.

Results for 21 pupils (July 2023)

reading	writing	maths
76% at expected standard	76% at expected standard	76% at expected standard

75% of Year 2 pupils in receipt of PP at expected standard for the end of KS1 in maths. (4 pupils)

100% of Year 2 pupils in receipt of PP at expected standard for the end of KS1 in reading and writing. (4 pupils)

33% of Year 6 pupils in receipt of PP met the expected standard for the end of KS2 in all subjects. (3 pupils)

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Providing a high ratio of staff to pupil in every class to ensure that all pupils receive a good level of individual support