# Langham Village School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

Funding allocation relates to **April 2026 – April 2027**

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 | 101 |
| Proportion (%) of pupil premium eligible pupils | 7 pupils 7%<br>8 post LAC pupils 8% |
| Financial year that our current pupil premium strategy plan covers | 2026-2027 |
| Date this statement was published | April 2026 |
| Date on which it will be reviewed | April 2027 |
| Statement authorised by | Polly Kossowicz<br>Headteacher |
| Governors | Ms Kate Jackson |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £32.370 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £32.370 |

# 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 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 7 children are both on our SEND register and in receipt of PPG. 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 or 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**<br>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**<br>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**<br>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**<br>Our assessments and observations indicate that our disadvantaged children may have barriers to learning. These barriers can be broadly categorised into socioeconomic, environmental, and personal factors. |
| 5 | **Family support**<br>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities and life experiences. |

## 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. | • for children to communicate their needs effectively<br>• for children to follow simple adult instructions<br>• for children to pronounce sounds correctly |
| 2. Improved reading and phonics attainment among disadvantaged pupils across the school. | • 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. | • 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. | • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils<br>• for children to develop good behaviours for learning<br>• for children to work collaboratively<br>• for children to follow simple adult instructions<br>• for children to develop strategies to manage the way they feel<br>• for children develop successful relationships and friendships outside of school |
| 5. Improved family support | • for parents to seek support when needed from Local Authority Early Help, the in school Occupational Therapist or other support services. |

## 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

**Budgeted cost: £30,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of Speech and language expertise and advice from external practitioner.<br><br>Training for staff in Speech and language.<br><br>Fund teaching assistant time to deliver S&L interventions, one day per week. | 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:<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions<br><br>By training a Teaching Assistant with a speech and language qualification, we are enabling them to deliver the SALT intervention. | 1 |
| Purchase of Floppy's Phonics resources and books a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.<br><br>Fund Teaching Assistant time to deliver phonics intervention across the school. | 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:<br><br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 2 |
| Enhancement of our maths and English teaching and curriculum planning.<br><br>We will fund Teaching Assistant time to enable children to be taught in small groups and access maths meetings. | 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:<br><br>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) | 3 |

| | | |
|---|---|---|
| Advice and support services from Educational Psychologist/Learning Support, ASD and School2School Service<br><br>'Time for Me' program for pupils in need of mental health support, one day per week delivered by an Occupational Therapist. | 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.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 4 |
| Improve the quality of social and emotional (SEL) learning. Purchase of PSHE and RSE resources.<br><br>Professional development and training for staff.<br><br>Fund extracurricular opportunities for disadvantaged pupils such as residentials, trips and after school and holiday clubs.<br><br>Program of trips and activities | 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):<br>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) | 4 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Funding for Forest School after school Club. **£622** | 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):<br>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) | 4 |
| Purchase of 'Lyfta'<br>**£748** | Lyfta supports pupils' social and emotional development through immersive storytelling. Evidence from the Education Endowment Foundation shows that Social and Emotional Learning approaches can lead to +4 months' progress, particularly for disadvantaged pupils. It promotes empathy, engagement and communication skills, supporting pupils' wellbeing and readiness to learn. | 3 |
| Contingency fund for acute issues.<br>**£1000** | 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: £32.370

# 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.

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.

10 children have benefited from SALT sessions with a Teaching Assistant, 3 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 subscription has been renewed.

EYFS tracker identifies good progress in CLL

All disadvantaged children in Year 1 passed their phonics screening in 2025

All disadvantaged children in KS2 who took the test met the expected standard in reading and writing.

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

1 day per week for Teaching Assistant who is trained as Mental Health Champion and Occupational Therapist to deliver 'Time for Me.'

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, breakfast club and holiday clubs 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.

Nurture Forest School sessions for identified pupils weekly.

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 used free access to after school clubs and trips. 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 supported quickly. Families have been provided with FSM vouchers in the holidays and sign posted to further services such as free holiday clubs, Young Carers and charities such as Pandora.

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

**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.

# 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. This includes a range of trips out for our upper Key stage 2 pupils.
- Providing a high ratio of staff to pupil in every class to ensure that all pupils receive a good level of individual support.