

## 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	Langdon Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	9.3.22
Date on which it will be reviewed	1.1.23
Statement authorised by	Lynn Paylor Sutton Head Teacher
Pupil premium lead	Lynn Paylor Sutton Head Teacher
Governor lead	Antony Brenton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27485
Recovery premium funding allocation this academic year	£2465 Plus £1063 tutoring funding
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	£31013

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Langdon Primary School is a small rural school on the outskirts of Dover, Kent. There is a good deal of coastal deprivation in the town and this is evident for some of our pupils. There is also a higher than national percentage of pupils with SEND (26%). Many pupils who are entitled to Pupil Premium (21% of the school population) have additional or special educational needs. Despite this, the majority of pupils enter school at just about expected levels for age and progress well.

We recognise that not all pupils who are considered to be socio-economically deprived are entitled to Pupil Premium funding and support. We also recognise that some pupils who are entitled to Pupil Premium are doing extremely well in school and this should and is recognised. In essence, ALL pupils, regardless of background or context, are encouraged and supported to do well at our school.

Our aim is to ensure that our pupils are not vulnerable or disadvantaged as a result of their socio-economic background or context. We believe that with high quality teaching and tailored support all pupils can achieve their full potential, particularly if the provision meets their individual and specific learning needs.

Our objectives with regard to the Pupil Premium are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between pupils that are disadvantaged and those that are not disadvantaged
- Ensure all pupils are able to read and write fluently, and with good understanding, to enable them to access the breadth of the curriculum
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of individual or small group work and tuition (both during and out of school hours)
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will be based on the needs of individuals.

Key Principals: We will ensure that effective teaching, learning and assessment meets the needs of all pupils. Class teachers will identify pupils who are vulnerable to underachievement and would benefit from specific intervention and support and this will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Additional and special educational needs which impact on the rate of attainment and progress, particularly in English and Mathematics
2	The aspirations and expectations of families
3	Attendance and absence
4	Engagement with remote learning when required
5	The emotional well-being of pupils, particularly in response to the Covid-19 pandemic

## 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
To narrow the gap for vulnerable students in the core subjects of reading, writing and mathematics	Progress indicators show average or better progress over a Key Stage.
As far as possible to strive to ensure that vulnerable students reach age related expectations	Attainment indicators show that most PP pupils reach ARE or better by the end of Key Stage 2.
To ensure that pupils attend well	Attendance overall is 96%+ for all pupils, including the most vulnerable
To raise the aspirations for families who are vulnerable and/or disadvantaged	Families make sound decisions about secondary transfer Pupils transfer to secondary school well and are resilient in their engagement with this phase
All pupils engage with Remote Learning when necessary	High contact with parents maintained through periods of closure/self isolation All pupils able to access suitable IT resources to support learning and teaching
Pupils are confident, resilient and enjoy school	Few, if any, pupils require additional support (beyond school) for their emotional and mental well being

## 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: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of high quality first teaching with excellent teacher:pupil ratio in 4 classes (with no class in excess of 30 pupils).	Past outcome measures including statutory assessments and Ofsted	1
Provision of high quality training /CPD for new members of staff		1
Provision of high quality teaching through remote means using SeeSaw and Zoom for face to face individualised sessions	DfE research	1, 4

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

Budgeted cost: £21450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timely out of school hours one to one or very small group intervention by qualified teachers to address gaps in understanding generally and those caused by the impact	Past outcomes in teacher and statutory assessments, at end of Key Stage 2 in particular  EEF research - Ref: <i>Education Endowment Foundation Research – One to One Tuition   Small group tuition (+5 months impact)</i>	1, 2

of the Covid-19 pandemic.		
One to one tuition by qualified and experienced teacher to address gaps in understanding and/or vulnerability to underperformance in Year 5/6	<p>Past outcomes in teacher and statutory assessments, at end of Key Stage 2 in particular</p> <p>EEF research - Ref: <i>Education Endowment Foundation Research – One to One Tuition   Small group tuition (+5 months impact)</i></p>	1, 2, 4

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to support families where there is difficulty managing requested contributions (particularly for residential visits involving outdoor adventurous activities) thus providing equality of access to curriculum enrichment and first hand experiences.	EEF Research - Ref: <i>Education Endowment Foundation Research – Outdoor Adventure Learning (+4 months impact)</i>	2
Attendance at Breakfast Club at no cost to the families in order to ensure readiness for learning and good attendance (including in out of school hours tuition) and punctuality.	EEF Research - Ref: <i>Education Endowment Foundation Research – KS1 pupils (+2 months impact/KS2 pupils 0 months impact on learning but improvement in attendance rates and behaviour noted overall)</i>	2, 3
Provision of counselling services for those who require	Past outcomes for individuals following counselling	5

it (half a day per week)		
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**Total budgeted cost: £31150**

## 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.

NB: Statutory assessments cancelled by government so assessment outcomes data is not available for this year.

Aim	Target	Evaluation and Impact
Progress in Reading/Writing and Mathematics	<p>Address gaps in curriculum knowledge caused by school closure periods and national lockdown or periods of self isolation</p> <p>Ensure that where gaps persist or need individual addressing, that disadvantaged pupils are able to access timely evidence-based intervention with a teacher and/or support with a TA</p> <p>Achieve national average progress scores in KS2 Reading SATs (0)</p>	<p>All pupils accessed the full curriculum entitlement during 2020-21, remotely or in school according to national lockdown periods.</p> <p>Pupils who were identified to have gaps were able to access before or after school tuition in small groups of no more than 4 pupils. Some pupils in Years 5/6 who needed more support were able to access 1:1 tutoring in school time. All pupils have made progress over the year from assessed starting points prior to the pandemic.</p> <p>Statutory assessments cancelled by government for 2020-21</p>
Phonics	<p>Address gaps in curriculum knowledge caused by school closure periods and national lockdown or periods of self isolation</p> <p>Achieve national average progress scores in Year 1 phonics check</p>	<p>Pupils were able to access face to face teaching online during periods of lockdown in order to continue phonics teaching.</p> <p>60% achieved threshold of Year 1 Phonics Check (government have determined that there will be no national scores for comparison this year).</p>
Other	Ensure annual attendance for all	2020-21 attendance for all pupils 96.89%



	disadvantaged pupils is 96%+	2020-21 attendance for PP pupils 94.32% (figures affected by significant medical needs involving absence from school requirement in PP cohort)
	Ensure that all pupils who are disadvantaged are able to access wider curriculum opportunities such as residential visits, Kent Children's University, after school activity clubs or signposting to activities/clubs in out of school settings.	<p>Due to the pandemic there was significant disruption to all wider curriculum opportunities both in school and off site.</p> <p>Pupils were able to access KCU activities online and school ensured that these were sent home via our online platform SeeSaw.</p> <p>Residential visits were postponed and have been rebooked for 2020-21-22. Families are able to take advantage of the extended period before the visits to make payment in stages.</p> <p>School have contingency for financial hardship requests built into 2021-22 budget.</p>
	Ensure that all pupils who are disadvantaged are able to access IT hardware and reasonably efficient broadband connectivity for periods of remote learning	<p>All pupils able to access IT in order to access teaching online.</p> <p>School issued 7 laptop computers on loan to families who required them and had 30 available in case of additional need.</p> <p>Support and training was offered to and accepted by parents who required it to set up online learning.</p>

## Externally provided programmes

Programme	Provider
Counselling Service	CHATTS Counselling Service; Capital House, Jubilee Way, Faversham, ME13 8GD
Kent Children's University	<a href="mailto:kcu@theeducationpeople.org">kcu@theeducationpeople.org</a>