

Pupil premium strategy statement 2022

School overview

School name	Langdon Primary School
Number of pupils in school	86
Proportion of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2020/21 2021/22 2022/23
Date the statement was published	27.7.22
Date on which it will be reviewed	1.7.23
Statement authorised by	Lynn Paylor Sutton
Pupil premium lead	Lynn Paylor Sutton
Governor lead	Antony Brenton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27 260
Recovery premium funding allocation this academic year	£1 027
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28 287

Part A: Pupil premium strategy plan

Statement of intent

At Langdon Primary School, our intention is that all pupils will achieve highly, regardless of background, short or longer term socio-economic circumstances, individual needs or other challenges. We believe that with the right, evidence-informed support in place, pupils can achieve their full potential whilst at our school. We believe that it is imperative that we look at each individual in order to tailor our support to their circumstances and needs so that it has a positive impact on learning and well being.

We aim to:

- Provide high quality teaching for all pupils
- Provide robust assessment in order provide tailored and focused teaching and support
- Remove barriers to learning created by circumstances such as background or poverty
- Narrow or close the attainment gaps between disadvantaged pupils and non-disadvantaged pupils, both in school and nationally
- Ensure that all pupils are able to read fluently and with understanding in order to access the full curriculum
- Develop confident communication skills which they use effectively in a wide range of contexts
- Enable good well being and resilience
- Access a wide range of enrichment opportunities to develop their knowledge and understanding of the world

Our context

Langdon Primary School is a small rural school just outside Dover, Kent. Most pupils come from outside the village, from the towns of Dover and Deal and from other surrounding villages and hamlets. The percentage of pupils eligible for pupil premium is in line with the national percentage of 23%. The percentage of pupils eligible for pupil premium has risen over the last few years.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering the EYFS (particularly following the period of the pandemic) are observed to have language and listening skills well below their developmental age/stage. A lack of early language skills within early years impacts on pupils ability to communicate effectively or to learn the basic skills required for reading and writing. In addition to this, many are developmentally not yet ready for school in terms of independence skills related to toileting, eating or interaction in a classroom environment.
2	As a result of school closures and absences, the attainment and progress of pupils who are eligible for the pupil premium has been adversely affected, despite best efforts through provision of remote education. Currently, 55% are achieving age related expectations in the core subjects of reading, writing and mathematics.
3	Our data confirms that a significant number of pupils who are eligible for pupil premium funding also have special educational needs and/or disabilities that impact on their learning (45%).
4	Our discussions, observations and assessments with pupils and families have identified that there are emotional issues that impact on many of our pupils who are eligible for the pupil premium funding, including anxiety and emotional regulation. These challenges impact on learning.
5	Pupil attendance is lower than 96% overall (and for the majority of children, there are further gaps which are not recorded in this figure due to Covid-related absence). Too many parents value holidays in term time, despite school staff making it clear that this is not acceptable or beneficial for their child.

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
Language, listening, social development	All pupils able to enter Year 1 successfully and access the National Curriculum
Reading, writing and mathematics outcomes	<p>Predicted Combined R W Ma at expected standard – 75% by end of Key Stage Two</p> <p>Predicted Combined R W Ma at greater depth standard – 25% by the end of Key Stage Two</p>

	Pupils working at the expected standard for their age increases from current level of 55%
Emotional well being	Fewer pupils are accessing external support through counselling, Early Help and/or CYPMHS for anxiety related issues
Attendance	96%+ across whole school and for vulnerable groups

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: £17 287

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) to ensure progress across the Key Stage in line with average progress expected for all pupils, regardless of starting points.		1 2 3 4 5
Timely individual and/or very small group out of school hours tuition by qualified teachers to address gaps in understanding caused by pandemic related reasons.	Education Endowment Foundation Research – One to One Tuition /Small group tuition (+5 months impact)	2 3 4
CPD for staff in EYFS in language support programmes (Language and Speech	Education Endowment Foundation Research – Phonics (+5 months impact)	1 2 3

Link and NELI) and in phonics programme (Sounds Write)		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timely one to one intervention by qualified intervention teachers and/or experienced TAs to address gaps in understanding.	Education Endowment Foundation Research – One to One Tuition /Small group tuition (+5 months impact)	

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to support families where there is difficulty managing requested contributions (particularly for wider school opportunities such as attending clubs, trips and residential visits) thus providing equality of access to curriculum enrichment and first hand experiences.	Education Endowment Foundation Research – Outdoor Adventure Learning (+4 months impact)	
Attendance at Breakfast Club at no cost to the families as and when requested	Education Endowment Foundation Research – KS1 pupils (+2 months impact/KS2 pupils 0 months impact on learning but improvement in	

in order to ensure readiness for learning and good attendance and punctuality.	attendance rates and behaviour noted overall)	
Kent Children's University involvement, provision of clubs in schools and signposting to out of school learning opportunities in order to ensure access to a broad and balanced curriculum	Education Endowment Foundation Research – Children's University (+2 months impact)	

Total budgeted cost: £28 287

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.

Attainment Measure	Score
% disadvantaged pupils meeting expected standards at KS2	Reading – 100% Writing – 50% Mathematics – 100% GPS – 0% Combined R W Ma – 50%
% disadvantaged pupils meeting greater depth standards at KS2	Reading – 50% Writing – 0% Mathematics – 0% GPS – 0% Combined R W Ma – 0%
Progress Measure	Score
Reading	Awaiting progress scores to be published
Writing	Awaiting progress scores to be published
Maths	Awaiting progress scores to be published
Aim	
1. <i>Ensure that all disadvantaged pupils are able to address gaps in learning in Reading, Writing and Mathematics caused by the period of school closure periods and national lockdown or periods of self isolation through access to high quality first teaching</i>	
Progress in Reading	EYFS: 100% disadvantaged pupils achieved a Good Level of Development; 100% achieved ELG in Reading KS1: 100% disadvantaged pupils at national expectations; 0% exceeding national expectations in Reading KS2: 100% disadvantaged pupils at national expectations; 50% exceeding national expectations in Reading
Progress in Writing	EYFS: 100% disadvantaged pupils achieved a Good Level of Development; 100% achieved ELG in Writing

	<p>KS1: 100% disadvantaged pupils at national expectations; 0% exceeding national expectations in Writing</p> <p>KS2: 50% disadvantaged pupils at national expectations; 0% exceeding national expectations in Writing</p>
Progress in Mathematics	<p>EYFS: 100% disadvantaged pupils achieved a Good Level of Development; 100% achieved ELG in Mathematics</p> <p>KS1: 100% disadvantaged pupils at national expectations; 0% exceeding national expectations in Mathematics</p> <p>KS2: 100% disadvantaged pupils at national expectations; 0% exceeding national expectations in Mathematics</p>
Progress in Phonics	75% disadvantaged pupils achieved threshold.
<p><i>2. 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</i></p>	
Access to individual tuition/intervention	<p>75% of disadvantaged cohort were offered and attended additional out of school hours tuition during 2021-22. Of those attending 94% maintained or improved attainment in R W Ma as a result of tuition.</p> <p>Where pupils are not attending out of school hours tuition, they access in school intervention to address gaps as a result of their SEND (out of school hours provision is not suitable due to the complex and significant individual needs for these pupils). Individual SEND impacts of learning and progress for these pupils and generally they are attaining below age related expectations and/or making slower than expected progress despite significant levels of support. Additional teaching support will be made available from September 2022 to address this slower progress.</p>
<p><i>3. 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.</i></p>	

Funding for wider school opportunities	Six requests received for financial support for events or activities – all fully agreed so that pupils were able to participate fully in wider curriculum opportunities.
<i>4. Ensure that all pupils who are disadvantaged are able to access IT hardware and reasonably efficient broadband connectivity for periods of remote learning.</i>	
Provision of support for IT access during periods of remote learning	100% pupils/parents supported to access SeeSaw in order to access online teaching and resources. No requests for hardware – all able to access remote learning via home devices.

Externally provided programmes

None used in 2021-22

Programme	Provider
NELI	https://teachneli.org
Seesaw	https://web.seesaw.me
Sounds Write	www.sounds-write.co.uk
Speech/Language Link	https://speechandlanguage.info
Times Tables Rockstars	https://trockstars.com

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group tuition
What was the impact of that spending on service pupil premium eligible pupils?	100% of pupils working at age related expectations in reading and mathematics. 50% of pupils working at age related expectations in writing (50% working within the correct year group but not yet at age related expectations for end of year).

Date for next review: July 2023