

## Langdon Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Langdon Primary School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	23.7.23
Date on which it will be reviewed	1.9.24
Statement authorised by	Lynn Paylor Sutton Head Teacher
Pupil premium lead	Lynn Paylor Sutton Head Teacher
Governor lead	Martin Clinton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27555
Recovery premium funding allocation this academic year	£6116
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	£33671

# Part A: Pupil premium strategy plan

## Statement of intent

- *What are our ultimate objectives for our disadvantaged pupils?*
- *How does our current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of our 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 (20%). Many pupils who are entitled to Pupil Premium (25% 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
- Ensure that pupils make good progress from individual starting points
- 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 Principles: 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 additional teaching and learning opportunities, particularly when outside of school hours
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 additional learning opportunities including those that take place outside of usual school hours	Pupils attend tutoring sessions and that this has impact on learning outcomes in the classroom and in assessments
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: £1800

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 assessment outcomes and Ofsted inspection reports	1
Provision of high quality training /CPD for new members of staff – Sounds Write	High outcomes in GPS assessments in Key Stage Two showing embedded impact over time. £1800	1

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

Budgeted cost: £24692

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 and/or slower than expected progress.	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 (+4 months impact)</i> £6000	1, 2
One to one tuition by qualified and experienced teacher	Past outcomes in teacher and statutory assessments, at end of Key Stage 2 in particular	1, 2, 4

to address gaps in understanding and/or vulnerability to underperformance in Year 5/6	EEF research - Ref: <i>Education Endowment Foundation Research – One to One Tuition   Small group tuition (+4 months impact)</i> £18692	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6700

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.	Past experience of impact on pupil confidence, motivation and resilience in lessons.  EEF Research - Ref: <i>Education Endowment Foundation Research – Outdoor Adventure Learning (+/-0 months impact)</i> £2000	2
Funding to support families where there is a difficulty managing requested contributions for out of school activities eg. additional swimming lessons	Extremely low numbers of pupils leaving this primary school unable to swim at least 25m and therefore more likely to be able to life save themselves in an emergency. £200	
Attendance at Breakfast Club at no cost to the families in order to ensure readiness for learning and good attendance (including in out of	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>  £1000	2, 3

school hours tuition) and punctuality.		
Provision of counselling services for those who require it (half a day per week)	Past outcomes for individuals following counselling £3500	5

**Total budgeted cost: £33192**

## 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 2021 to 2022 academic year.

Aim	Target	Evaluation and Impact
<p>As far as possible to strive to ensure that vulnerable students reach age related expectations</p> <p>To narrow the gap for vulnerable students in the core subjects of reading, writing and mathematics</p>	<p>Pupils attain at least in line with national expectations in reading, writing and mathematics by the end of Key Stage Two.</p> <p>Pupils make good progress against initial starting points (Baseline to EYFS, EYFS to KS1 and KS1 to KS2).</p> <p>Pupils with SEND make accelerated progress in core subject and are supported to move closer to age related expectations.</p>	<p>In end of Key Stage Two SATs:</p> <p>2x pupils entitled to Pupil Premium funding – both attained at expected standard or above in reading, writing and mathematics.</p> <p>2x pupils entitled to Pupil Premium funding – achieved progress scores over 100 in all subjects.</p> <p>1x pupil with SEND and entitlement to Pupil Premium – accelerated progress evident from Key Stage One where below age related expectations to at expected standards by end of Key Stage Two.</p>
<p>To ensure that pupils attend well</p>	<p>Ensure annual attendance for all disadvantaged pupils is 96%+</p>	<p>2021-2022 attendance for all pupils 94.75%</p> <p>2021-2022 attendance for non-disadvantaged pupils 94.69%</p> <p>2021-2022 attendance for disadvantaged pupils 94.89%</p> <p>2021-2022 national attendance 92.5% (excludes all COVID-related absences)</p> <p>Pupils entitled to Pupil Premium have attendance and absence figures in line with the rest of the school and well above national figures.</p>
<p>To raise the aspirations for families who are vulnerable</p>	<p>Families make sound decisions about secondary transfer</p> <p>Pupils transfer to secondary school well</p>	<p>13/14 pupils transferred to secondary school</p> <p>1/14 pupils electively home educated</p> <p>1/14 pupils did not stay in school for all of Year 7 – alternative provision sought</p>



and/or disadvantaged	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	All pupils either engaged in remote learning or attended school to ensure engagement with teaching and learning opportunities. As a result, outcomes in end of Key Stage Two assessments were good (reading 92%, writing 85%, mathematics 85%, combined 85%) and well above national figures.
Pupils are confident, resilient and enjoy school	Few, if any, pupils require additional support (beyond school) for their emotional and mental well being	All pupils referred to school counsellor have additional needs that have heightened the need for support or have been referred due to concerns from outside the school environment and unrelated to the impact of the Covid-19 pandemic.

## Externally provided programmes

Programme	Provider
Counselling Service	Luissa Gimbert, Private Counsellor