

# Pupil premium strategy statement – Langdon Primary School 2026/27

This statement details our school’s use of pupil premium funding for the academic year 2024-2025 to help improve the attainment of our disadvantaged pupils and the outcomes for disadvantaged pupils last academic year.

It also outlines our pupil premium strategy, ie. how we intend to spend the funding in the academic year 2025-2026.

## School overview

Detail	Data
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2024-26
Date this statement was published	20.11.25
Date on which it will be reviewed	01.02.26
Statement authorised by	Andrew Newport Head Teacher
Pupil premium lead	Andrew Newport Head Teacher
Governor lead	Martin Clinton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,280
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£16,280</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- *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. Historically, the school has had a higher than national percentage of pupils with SEND (20%, currently nearer 30%). Many pupils who are entitled to Pupil Premium (currently 12% 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 have recently seen a rise in speech and language difficulties in Early Years and more and more children presenting as vulnerable learners who are not claiming the pupil premium.

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 outside of school hours)
- Consistently review additional pupil expenses e.g. trips, residential to make sure they are as accessible as possible.
- 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 the continued response to, and impact of, 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 time
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 95%+ 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 scheduled 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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provision of high quality first teaching with excellent teacher:pupil ratio in EYFS	Past outcome measures including Key Stage assessment outcomes and Ofsted inspection reports	1
Provision of high quality training/CPD for new members of staff – Talk	Improving and good outcomes in fiction and non-fiction writing assessments at	1, 2
for Writing fiction and non-fiction training days	Key Stage Two showing improvement in writing over time	

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timely out of school hours small group intervention by qualified teachers to address gaps in understanding and/or slower than expected progress.	Past outcomes in in-year teacher assessments and statutory assessments, at end of Key Stage 2 in particular  EEF research - Ref: Education Endowment Foundation Research – One to One Tuition /Small group tuition (+4 months impact) £7000	1, 2

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to support families where there is difficulty managing requested contributions providing equality of	Past experience of impact on pupil confidence, motivation and resilience in lessons. £800	2, 6

access to curriculum enrichment and first hand experiences.		
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	2, 4, 5, 6
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: 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)  £1000	2, 3

**Total budgeted cost: £16,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the academic year 2023-2025.

Aim	Target	Evaluation and Impact
<p>As far as possible 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>2x pupils entitled to Pupil Premium accessed out of school hours tutoring during 2023-2025 and attended well.</p> <p>In end of Key Stage Two SATs 2023:</p> <p>2x pupils entitled to Pupil Premium funding – both attained at expected standard in reading and mathematics.</p> <p>2x pupils entitled to Pupil Premium funding made good progress for individual starting points in all three core subjects, against in school data for end of foundation stage and end of Year 2.</p> <p>1x pupil with SEND and entitlement to Pupil Premium – accelerated progress evident from Key Stage One where below age related expectations in all three core subjects to at expected standards in two core subjects 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>2023-2025 attendance for all pupils 94.94%</p> <p>2023-2025 attendance for non-disadvantaged pupils 95.24%</p> <p>2021-2022 attendance for disadvantaged pupils 95.18%</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 and/or disadvantaged</p>	<p>Families make sound decisions about secondary transfer</p> <p>Pupils transfer to secondary school</p>	<p>100% pupils transferred successfully to chosen secondary schools, including to specialist placements where first choice options</p> <p>80% pupils transferred to grammar schools</p>

	well and are resilient in their engagement with this phase	
Ensure the emotional well-being of pupils, particularly in the continued response to, and impact of, the Covid-19 pandemic	Pupils who require support to manage their well being and mental health are able to access timely support	All pupils who required school counselling have accessed this in timely fashion (2023-2025, no pupil premium entitled children required additional emotional well being support).

Historically, the school has set realistic and achievable targets when planning to support pupils with entitlement to Pupil Premium. Assessment outcomes for all pupils are high against national figures and outcomes for pupils with entitlement to Pupil Premium are in line with these in some subjects. Attendance of pupils with entitlement to Pupil Premium is in line with attendance figures for all pupils in the school and higher than national figures. Pupils overall, have good emotional well being.

**End of Key Stage Two SATS outcomes 2023-2025:**

Reading Are Related Expectations – All pupils 93% (national 74%)  
 Reading Are Related Expectations – PP eligible pupils 100%  
 Writing Are Related Expectations – All pupils 80% (national 72%)  
 Writing Are Related Expectations – PP eligible pupils 50%  
 Mathematics Are Related Expectations – All pupils 100% (national 73%)  
 Mathematics Are Related Expectations – PP eligible pupils 100%  
 GPS Are Related Expectations – All pupils 73% (national 72%)  
 GPS Are Related Expectations – PP eligible pupils 50%

**NB:** Caution should be applied when considering percentage outcomes on the basis of small cohort numbers

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Counselling Service	Luissa Shannon, Private Counsellor