



# Pupil Premium Strategy Statement 2023-26

School Policy

**Reviewed: October 2023**

Agreed By: FGB

Date: Dec 23



This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Langafel CE Primary school
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Chair of governors
Pupil premium lead	Catherine Maynard
Governor lead	Paul Harrison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,305 (Apr 23 – Mar 24)
Recovery premium funding allocation this academic year	£22,798 (Expected – allocations published shortly ahead of each payment)
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	£178,103.00



## Part A: Pupil premium strategy plan

### Statement of intent

At Langafel we believe in the potential of every child regardless of background or individual needs as expressed in Luke 15, The Parable of the Lost Sheep. We are committed to providing an emotionally supportive environment, where pupils flourish, growing both spiritually and academically; securing foundations for each child to understand who they are and the unique qualities they bring to the world.

Our vision underpins everything we do in school, including our pupil premium strategy. We intend for all of our disadvantaged pupils to have high aspirations for the future, and know they can achieve them. We set high expectations, offer quality first teaching and support which allows all children to access the curriculum allowing them to flourish, this includes attending school ready to learn.

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 (EEF 2021). In addition carefully planned intervention and support groups will support pupils in narrowing gaps in their learning. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged pupils.

Through careful monitoring we will respond to low level and persistent absences to ensure that all pupils have access to consistent and regular schooling.

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through staff appraisal, pupil progress meetings and regular monitoring of data.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments at the end of KS1 and 2 indicate that attainment is lower for disadvantaged pupils compared to non-disadvantage pupils in Reading: KS1 All 55.3% PP 34.8% KS2 All 56.3% PP 37.5%
2	Assessments at the end of KS1 and 2 indicate that attainment is lower for disadvantage pupils compared to non-disadvantage pupils in Writing: KS1 All 46.8% PP 26.1% KS2 All 62.5% PP 43.8%
3	Assessments at the end of KS1 and 2 indicate that attainment is lower for disadvantage pupils compared to non-disadvantage pupils in Maths: KS1 All 53.2% PP 30.4% KS2 All 59.6% PP 33.3%
4	A significant number of pupil premium pupils also have SEND. This impacts further on their progress and attainment.



5	Attendance is low for our disadvantaged families reducing continuity in teaching and lowering attainment.
6	Mental health and wellbeing issues that arose for children and parents during Covid 19 restrictions along with parental anxiety continue to be a cause for concern.

## 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. To improve reading attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium.	<ul style="list-style-type: none"> <li>Pupil Premium data for KS1 &amp; KS2 reading data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have narrowed.</li> </ul>
2. To improve writing attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium.	<ul style="list-style-type: none"> <li>Pupil Premium data for KS1 &amp; KS2 written data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have narrowed.</li> </ul>
3. To improve maths attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium.	<ul style="list-style-type: none"> <li>Pupil Premium data for KS1 &amp; KS2 maths data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have narrowed.</li> </ul>
4. For pupils who have SEND and are eligible for PP support to have improved outcomes.	<ul style="list-style-type: none"> <li>Pupil premium data for KS1 &amp; KS2 for reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points.</li> </ul>
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Sustained high attendance from 24/25 demonstrated by the overall absence rate for all pupils being no more than 5% and attendance for disadvantaged children will be in line with non-disadvantaged children.</li> </ul>
6. Strengthen the well-being and mental health offer in school to help with recovery and Covid-19 effect for staff and families	<ul style="list-style-type: none"> <li>Sustained high levels of well-being demonstrated by:               <ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent questionnaires and teacher observations</li> </ul> </li> </ul>



## 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: £80,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading is key priority on the School Improvement Plan 2022/223</p> <ul style="list-style-type: none"> <li>Accelerated Reader available for some Yr. 2 and all of KS2.</li> <li>Consistent approach to Guided Reading throughout KS1 &amp; KS2</li> <li>English advisor visits to monitor effectiveness of Reading.</li> </ul>	<p>See Improving literacy in KS2 – recommendations 2 &amp; 3  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1,4
<p>CPD for all teaching staff for Little Wandle – DfE approved phonics programme</p>	<p>DfE approved SSP – Little Wandle</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 4
<p>CPD for all teaching staff to access and embed Jane Considine’s ‘The Write Stuff’ – a consistent approach to the teaching of English across the school.</p>	<p>See EEF Toolkit: High Quality Teaching  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve attainment. Ensure every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.</p>	2,4
<p>Enhancement of our maths teaching and curriculum thorough quality CPD from the Maths Hub (mastery and fluency</p>	<p>DFE non-statutory guidance produced in conjunction with National Centre of Excellence in the teaching of Maths, drawing on evidence based approaches.</p> <p><a href="https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</a></p>	3,4



<p>programme) and White Rose.</p>	<p>The EEF guidance based on a range of the best available evidence.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths#:~:text=Encourage%20children%20to%20represent%20problems,an%20important%20manipulative%20for%20children.">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths#:~:text=Encourage%20children%20to%20represent%20problems,an%20important%20manipulative%20for%20children.</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	
<p>Training for trauma informed school, young carers, anti-racism, domestic abuse, nurture UK, Autism from AET, Boxall profile and Thrive</p>	<p>Staff who have the knowledge of reasons behind disadvantage and know strategies to overcome and support them will close the gaps quicker.</p>	<p>6, 7</p>

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

Budgeted cost: £ 35,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dyslexia &amp; Visual Stress Screening</p>	<p>There is an evidence base to support recommendations made by the British Dyslexia Association for improving curriculum access by targeting areas that children with dyslexia find particularly difficult or stressful.</p>	<p>1, 2, 4</p>
<p>NELI</p>	<p>DfE approved programme to improve oracy and vocabulary</p>	<p>1,2,4</p>
<p>BEAM</p>	<p>Improves coordination and motor control which is essential for writing and learning.</p>	<p>2,3, 4</p>
<p>Sensory circuits</p>	<p>Helps children, particularly with ASD to attend to learning and be ready to learn</p>	<p>3, 4</p>
<p>Phonics programme – additional phonics sessions (Daily Keep up) targeted at disadvantaged pupils including the bottom 20%</p>	<p>DfE approved SSP – Little Wandle            It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2,4</p>
<p>Small group interventions for maths, phonics and reading and 1 to 1 daily reading.</p>	<p>Some children require additional support alongside high quality teaching in order to make good progress. The evidence indicates that small group and 1 to 1 interventions can be a powerful tool.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p>	<p>1,2,3,4</p>



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

Budgeted cost: £ 62,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive – offering individual, group and family support	Children in school who have been part of Thrive have higher attendance and lower exclusion rates	4,6
Counselling – tailored to the child or parents needs	Children who have experienced trauma, traumatic periods or ACE are generally able to learn once their wellbeing and mental health have been supported and they feel settled in school and see it as a safe place.	4,6
PROACT SCIPr To increase the competence and confidence of all those who manage crisis situations. To improve the quality of life for the individual by providing staff with the necessary skills and information to provide a therapeutic environment. To develop a proactive approach to the management of a crisis.	There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment.  Several high-quality studies suggest that a shift of focus from managing a child’s behaviour towards teaching a child learning behaviours may be beneficial.	4, 6
Nurture UK	The International Journal of Nurture in Education (IJNE) presents the latest research on how nurture principles and practice improve pupils’ socio-emotional functioning and academic achievement.	1,2,3,5, 6
Zones of regulation embedded within all areas of school	This allows children to self-regulate their behaviour which generally leads to more learning for the rest of the day and less conflict.	4,6
Extracurricular clubs at lunchtime and after school.	These will add options to help the children self-regulate, expand their friendship group and develop life experience to help them raise their aspirations. It will allow children to develop skills in sporting, arts or musical areas.	7
Breakfast club for all and targeted at PA families, particularly with anxiety	The EEF ‘Magic Breakfast’ research showed that pupil behaviour and attainment improved for schools that ran a breakfast club  Teachers reported improved behaviour in their classrooms, suggesting that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend a breakfast club, through better classroom environments.	1, 2, 3, 5
Experiences, trips and hooks – including PGL	To give the children experiences they can draw upon to link their learning to, improve their	5



	vocabulary and help them write which in turn should raise attainment	
Parent courses and support	To help parents manage their own and their children's mental health, education and homework, attendance and behaviour	5,6,7
Dog mentors	Our first dog mentor significantly improved behaviour, engagement and attendance of children who have worked with her. The dogs can also offer exercise, reading support and a range of wellbeing courses and activities from meet and greet to rewards.	7
OPAL– implementation of school improvement plan that strategically and sustainably improves the quality of play opportunities.	OPAL schools learn to self-regulate through practice, trust and freedom. Physical activity - all children, including girls, SEN and non-sporty children are significantly more active. Mental well-being - Research shows OPAL children are happier and self-reporting improved mental health and behaviour with more children ready to learn in the classroom.	all

**Total budgeted cost: £178,103**

## 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 2022/23 academic year.

By offering counselling, Nurture UK and Thrive support a number of our families reported an improvement in their mental health and children's attendance at school. 2 children with significant anxiety-based school absence who were on part time timetables now have attendance at national levels.

Parent comments: *My child life has changed positively. Infact it has been life changing. We had to change school to Langafel and my child who used to be timid and looked worried has just grown in confidence. He loves going to school. His teachers are fantastic*

*I am particularly impressed with the pastoral support.*

*I have an autistic child and a neurotypical child at Langafel, I cannot fault the school in any way. Any incidents/bullying concerning my eldest have been dealt with quickly. The teachers are approachable and those I've had dealings with go above and beyond. I wouldn't want my children going anywhere else*

Our assessments and observations indicate that pupil wellbeing and mental health continue to be a concern and this is particularly evident for disadvantaged pupils. We use pupil premium funding to provide wellbeing support for all pupils and targeted interventions.





OPAL baseline showed that the playground space is large but needs developing, the first three OPAL areas have reduced friendship issues across the school and the children report they are happier at lunchtime and are looking forward to the next stages.

Pupil comments: *"I can explore nature when digging. Yesterday, I found worms."*

*"I love making sandcastles, ice-cream and pizza in the sandpit."*

*"I think it is great that we have a lot more things to play with and all year groups are mixing."*

*"I love making sandcastles, ice-cream and pizza in the sandpit."*

*"I like seeing my big sister at play times."*

*"I like to play with my family and friends at lunchtime."*

Reading ages have risen, particularly in year 3/4 since the introduction of AR, we expect this to have an impact on the year 6 SATs moving forwards. Children who have had visual stress assessments have seen an increase in their reading ages and ability to concentrate.

PROACT SCIPr UK training has improved the confidence in adults dealing with children who demonstrate behaviour that challenges reducing suspensions and allowing further access to the curriculum.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
OPAL	Play works
Thrive	Thrive
Accelerated reader	Renaissance
The Write stuff	Jane Considine
Nurture UK	Nurture UK
PROACT SCIPr -UK	Loddon

