



Pupil Premium Strategy Statement 2023-26

School Policy

Reviewed: December 2025

Agreed By: FGB

Date: Jan 26



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	289
Proportion (%) of pupil premium eligible pupils	34.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£175,283 (Apr 25 – Mar 26)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£175, 283



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. Our strong pastoral and personal development focus ensures we provide targeted support to disadvantaged pupils, to overcome barriers to learning and improve overall wellbeing and attainment. Activities such as thrive counselling, young carers and behaviour support aim to improve mental health and resilience, ultimately aiming to narrow the attainment gap and ensure all pupils can succeed both academically and personally.

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	<p>Whilst Statutory Assessments at the end of KS2 have increased for PP children at Langafel, and the gap has decreased by 10%, attainment remains lower for disadvantaged pupils compared to non-disadvantage pupils in Reading:</p> <p>KS2 All 61.4% PP 10 of the 14 chn achieved expected + = 71.4%</p>
2	<p>Whilst Statutory Assessments at the end of KS2 have increased for PP children at Langafel, and the gap has decreased by 8%, attainment remains lower for disadvantaged pupils compared to non-disadvantage pupils in Writing:</p> <p>KS2 All 61.4% PP 8 of the 14 chn achieved expected + = 57.1%</p>
3	<p>Whilst Statutory Assessments at the end of KS2 have increased for PP children at Langafel, and the gap has decreased by 10%, attainment remains lower for disadvantaged pupils compared to non-disadvantage pupils in Maths:</p> <p>KS2 All 45.5% PP 5 of the 14 chn achieved expected + = 35.7%</p>



4	<p>Whilst Statutory Assessments at the end of KS2 have increased for PP children at Langafel, attainment remains lower for disadvantaged pupils compared to non-disadvantage pupils in KS1 phonics:</p> <p>Yr1 All 64.3% PP 12 of the 27 passed = 44%</p> <p>Yr. 2 retakes All 30% PP 3 of the 6 passed = 50%</p>
5	A significant number of pupil premium pupils also have SEND. This impacts further on their progress and attainment.
6	Whilst attendance has increased by a percentage point it continues to remain low for our disadvantaged families reducing continuity in teaching and lowering attainment.
7	A significant number of our families require additional pastoral intervention to support their emotional and financial well-being.

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"> Pupil Premium data for KS1 TA & KS2 reading data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have narrowed.
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"> Pupil Premium data for KS1 TA & KS2 written data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have narrowed.
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"> Pupil Premium data for KS1 TA & KS2 maths data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have narrowed.
4. To improve phonics attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium.	<ul style="list-style-type: none"> Pupil Premium data for Year 1 phonics & Yr. 2 phonics retakes will show a narrowing of gaps with progress relevant to their individual starting points.
5. For pupils who have SEND and are eligible for PP support to have improved outcomes.	<ul style="list-style-type: none"> Pupil premium data for KS1 TA & KS2 for reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points.
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> 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.
7. Strengthen the well-being and mental health offer in school to help with the emotional and financial wellbeing of our families.	<ul style="list-style-type: none"> Sustained high levels of well-being demonstrated by: Qualitative data from student voice, student and parent questionnaires and teacher observations



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: £64 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading</p> <p>Accelerated Reader available for some Yr. 2 and all of KS2.</p> <p>Consistent approach to Guided Reading throughout KS1 & KS2 with Pathways to Read</p> <p>English advisor visits to monitor effectiveness of Reading.</p>	<p>See Improving literacy in KS2 – recommendations 2 & 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,4
<p>CPD for all teaching staff in Rosenshine's principles</p>	<p>Provides a framework for teachers to enhance student learning. Following these evidence-based teaching principles improves the effectiveness of teaching practice and the attainment of disadvantage pupils.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-danger-of-oversimplifying-the-traditional-vs-progressive-debat</p>	1,2,3,4
<p>CPD for all teaching staff (especially new 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 4
<p>CPD for all teaching staff to access and embed Pathways to Read & Write – a consistent approach to the teaching of English across the school.</p>	<p>See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</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</p>	2,4



	achieving the best outcomes for all pupils, particularly the most disadvantaged.	
Enhancement of our maths teaching and curriculum thorough quality CPD from the Maths Hub (mastery and fluency programme) and White Rose.	<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>https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance based on a range of the best available evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths#:~:text=Encourage%20children%20to%20represent%20problems,an%20important%20manipulative%20for%20children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3,4
Training for trauma informed school, young carers, anti-racism, domestic abuse, nurture UK, Autism from AET, Boxall profile and Thrive	Staff who have the knowledge of reasons behind disadvantage and know strategies to overcome and support them will close the gaps quicker.	6, 7

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

Budgeted cost: £ 36 072

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dyslexia & Visual Stress Screening	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.	1, 2, 4
Speech & Language	Supporting children with early language and speech barriers ICAN ACTT report – early S&L support leads to 50% increase in reading progress in primary schools.	1,2,3,4
NELI	DfE approved programme to improve oracy and vocabulary	1,2,4
BEAM	Improves coordination and motor control which is essential for writing and learning.	2,3, 4
Sensory circuits	Helps children, particularly with ASD to attend to learning and be ready to learn	3, 4
Phonics programme – additional phonics sessions (Daily Keep up) targeted at disadvantaged pupils including the bottom 20%	<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>	2,4



	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Small group interventions for maths, phonics and reading and 1 to 1 daily reading.	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1,2,3,4

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

Budgeted cost: £ 78 120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approach – WTAC with the aim of developing our school ethos and improving behaviour across the school.	Improved behaviour results in improved learning within the classroom and a decrease in the number of children exiting the class or receiving exclusions.	1,2,3,4,6,7
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
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 Emotion 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 ABC breakfast club targeted at PP families, particularly with anxiety (PP 22 of 30 chn - 73%)	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 vocabulary and help them write which in turn should raise attainment	5
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 dog 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
Young Carers - regular club (3 rd week of every half term) and trips. (44% PP)	Improve emotional wellbeing, increased confidence, and a greater sense of belonging for children who care for family members with needs. This group provides a safe space for children to connect with peers who share similar experiences, reducing feelings of isolation and allowing them to have fun and equip them with coping skills that can improve their academic engagement.	All
Attendance monitoring to lower the percentage of chn whose percentage is below 97%.	The Attendance Officer will send letters to parents and carers with absence below 95% and ensure meetings are held with parents and carers of children with particularly high absence.	6,7
Rocksteady bands – weekly rock band lessons for targeted PP children to access for free.	Playing musical instruments has been proven to improve wellbeing, confidence, mathematical ability and concentration. Being part of a band and a team can help with team work skills, organisational and executive functioning and can allow for more opportunities later in life. 12 children attending, 30%	3,5,6,7



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 2024/25 academic year.

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 targeted interventions for pupils and wellbeing support for all pupils and families. Programmes such as Literacy Gold and Nessi are currently being used to target non-readers providing an engaging, personalised programme that boost reading and spelling.

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. The introduction of Anxiety Breakfast Club has seen around 30 children, including a large number of PP children (73.3%%), offered a free place. Data is showing 5-20% improvement for these children on average with some children reaching above 90%, 96% or even 100% attendance for this first time. The club provides a calm, nurturing environment for identified pupils to begin the day positively, supported by familiar adults. Analysis of attendance has also allowed us to move our development days, reduce non-uniform days and prepare children and families better for any changes occurring in school, with a yearly calendar and regular newsletters. These have helped raise attendance particularly for the end of weeks and across our PP children. Since implementation, we have seen clear improvements in attendance, punctuality, readiness to learn, strengthened family engagement and positive peer relationships among the targeted cohort.

Quality-First Teaching using Rosenshine's principles have been effectively embedded and this will continue to be a focus to improve the quality of teaching and adaption of lessons for all pupils. Evidence for this has been seen by the Improvement advisors and SLT during observations.

An introduction of a whole school assessment has helped improve the monitoring of our disadvantaged children moving forward and to measure the impact of targeted interventions and QFT.

When the Adults Change (WTAC), Everything Changes by Paul Dix is a new initiative for Langafel with basic rules and routines agreed with the aim to improve school behaviour and teacher-student relationships. It's based on the idea that adults can create a positive culture by being calm, consistent, and emotionally supportive. This will help our PP children by creating a stable, predictable, and nurturing school environment built on consistent adult behaviour, empathy, and strong relationships. This contrasts with punitive methods and is particularly beneficial for vulnerable pupils who may have experienced trauma or inconsistency in their lives.

As a member of PiXL, we are investing more time and resources to maximise the use of this resource in order to support pupils in a very targeted manner. It allows pupils who are vulnerable to receive high quality intervention support from the most highly skilled teachers at the school.



Rocksteady bands have allowed 12 PP children to learn a rock instrument and be part of a rock band with weekly lessons free of charge. This has also allowed them to perform in concerts to their peers and parents and has grown confidence.

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
Pathways to Write	The Literacy Company
Pathways to Read	The Literacy Company
Nurture UK	Nurture UK
PROACT SCIPr -UK	Loddon
WTAC	WTAC - Paul Dix
Literacy Gold	Engagaing eyes
Nessy	Nessy Learning
PiXL	The PiXL club
Rocksteady	Rocksteady music school