



Pupil Premium Statement 2022-23

School Policy

Reviewed: December 2022

Agreed By: SLT

Date: Dec 2022



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	331
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£164,056
Recovery premium funding allocation this academic year	£17,993
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	£182,049



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 and offer support which allows all children to access the curriculum allowing them to flourish, this includes attending school ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	Oracy levels are low on entry to school
2	Phonics check % is not at national
3	Covid 19 partial school closures have increased the % of pupils who have not reached expected in reading and writing
4	Covid 19 school partial closures have increased the % of pupils who have not reached expected in maths
5	Covid 19 restrictions have reduced the experiences and opportunities for families reducing vocabulary and oracy
6	Attendance is low for our disadvantaged families reducing continuity in teaching and lowering attainment.
7	Mental health and wellbeing issues have risen for children and parents during Covid 19 restrictions along with parental anxiety
8	Cost of living crisis has reduced parental ability to meet the basic needs of their children and this has widened the gap between experiences, opportunities and attainment.

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
Implement and deliver a recovery curriculum	<ul style="list-style-type: none">• Tutoring groups timetabled and running• Children in tutoring groups make accelerated progress towards expected• Topics across the school offer opportunities which enrich children's life experiences (hook days, trips)• Teachers use maths mastery (EYFS and KS1) and ready to progress materials to reduce the % of children below expected



	<ul style="list-style-type: none"> Disadvantaged pupils achieve the same or higher % at expected in reading, writing and maths
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"> Thrive and counselling sessions allocated by AEN team following pupil progress discussions Parents informed of financial, wellbeing and mental health support available for families – website and via email Second dog mentor fully trained and support timetabled Nurture UK programme to be completed
Develop rich language and Communication	<ul style="list-style-type: none"> Relevant staff trained in and use NELI daily New SSP phonics programme agreed, purchased, resourced, trained for and in use daily. Work with English hub to strengthen the phonics and early reading offer and attainment. Accelerated reader and The Write stuff to be rolled out across the school Library areas developed in school to encourage a love of reading and a space to read Essential vocabulary for each subject to be RAG rated and displayed in class plus sent home in knowledge organisers.
Improve attainment in English and maths	<ul style="list-style-type: none"> Achieve national % for expected attainment in statutory assessments, phonics, KS1, multiplication and KS2, English and maths Introduce and embed The Write Stuff and Accelerated reader across the relevant year groups Work with the maths hub to train staff and embed mastery curriculum



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: £75,024

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor recruited for 3 days a week to take 1-1 and small groups of KS1 and 2 children who need catch up support	NT Programme and EEF show that very small groups targeted at lost learning and gaps can help children to catch up academically.	3, 4 and 8
Further training for trauma informed school, young carers, PROACT SCIPr, forest schools, OPAL	Whole school approaches lead by vision and values are more likely to have a positive impact on attainment	6, 7, 8
Nurture UK programme undertaken with 2 staff leading.	Staff who have the knowledge of reasons behind vulnerabilities and know strategies to overcome and support them will close the gaps quicker.	3, 4, 5, 6, 7

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

Budgeted cost: £22,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	NT Programme and EEF show that very small groups targeted at lost learning and gaps can help children to catch up academically.	1, 2, 3, 4
NELI	DfE approved programme to improve oracy and vocabulary	1
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	DfE approved SSP	2
PiXL	Small group targeted intervention working on closing gaps and wellbeing.	3, 4 and 7

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

Budgeted cost: £84,569

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	7



Nurture UK	Staff who have the knowledge of reasons behind vulnerabilities and know strategies to overcome and support them will close the gaps quicker.	3,4,5,6,7,8
Continuous provision throughout years 1 and 2 – set up outside area and train staff.	Children who use continuous provision techniques are more independent in their approach to learning as they have more choice. This speeds up their attainment which was seen last year in year 1.	1,2,3,4,5
PROACT SCIPr	Staff to be trained in proactive approaches to behaviour support leading to better self-regulation, better behaviour in classes and higher attainment.	7
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.	7
OPAL team to be developed and all outside areas audited and improved to strengthen outdoor play	This allows children to self-regulate their behaviour and a settled break time generally leads to more learning for the rest of the day and less conflict.	6,7
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
Experiences, trips and hooks – including PGL	To give the children experiences they can draw upon to link their learning to and help them write which in turn should raise attainment	5, 8
Parent courses and support	To help parents manage their own and their children's mental health, education and homework, attendance and behaviour. To support families with the cost of living crisis through finding grants and payments they are entitled to, completing forms and applications, highlighting support in the community. In particular support for energy bills, essential household items and food, broadband and technology access, housing, mental health support and parenting.,	5,6,7, 8
Dog mentors	Our first dog mentor has 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

Total budgeted cost: £ 182,049



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

100% children in year 1 and R who carries out the NELI programme completed the programme and reached the expected standard.

Little Wandle phonics improved the phonics score to 79% for a cohort who had very low starting points.

The use of continuous provision in year 1 and smaller classes for both years 1 and 2 also allowed the children in year 1 to make more progress than any other year group. This has been continuing into year 2 with year ½ relocating to a new area of the school to allow for more outside space.

The wellbeing and mental health support across the school has strengthened further with a higher number of parents accessing financial support alongside that for their mental health. The cost of living crisis has impacted this group further than others.

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
PiXL	PiXL
Thrive	Thrive
Little Wandle	
What was the impact of that spending on service pupil premium eligible pupils?	n/a