

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Langford Village CP School
Number of pupils in school (not including nursery)	432
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	September 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Peter Greenway
Pupil premium lead	Sarah Tomlin
Governor lead	Peter Greenway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,590
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£29,590 + recovery funding

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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Part A: Pupil premium strategy plan

Statement of intent

Pupils at Langford Village CP School, especially those who are disadvantaged, will make expected, good or outstanding progress in reading, writing and maths, through quality first teaching and increased opportunities for specific targeted intervention. We aim for all disadvantaged children and those with SEND needs, to have access to a widerange of interventions.

Every class will receive quality first teaching, with additional learning support focusing on closing the gaps in learning. Pupil Premium work will be aimed at accelerating progress, moving children to at least age-related expectation and looking to support parents on how to help their children at home, including social and emotional health needs.

We will ensure good attendance and support where this needs to be increased. Any additional support needed will be accessed through external referral services and through Oxfordshire County Council.

A wide range of experiences and enrichment for all children including our disadvantaged children will be offered to enable the positive impact on the pupil's well-being, academic achievements and to develop their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap across reading, writing and maths. Reducing the impact of the Covid closure of school on the academic progress and achievement of disadvantaged pupils.
2	Impact of low on entry starting points in Nursery and Reception. Entry points tend to be lower for disadvantaged pupils when compared to their peers and linked to the lack of socialisation due to COVID.
3	Many disadvantaged children also have SEND needs – commonly communication, language and SEMH needs.

4	Some disadvantaged children have a lack of independent learning skills and have a low resilience or learning skills to solve problems independently both in and outside school. The PP children to not have the rich and varied experiences of non PP children
5	Attendance of some disadvantaged children is below Government expectations. Support to ensure that their child's attendance improves and reaches at least 96%.
6	Life experiences of some disadvantaged children are limited compared to their peers. Therefore their experiences and the vocabulary linked to this is lower than their peers. Specific experience and intervention must be identified.

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
Pupil Premium children will make good or better progress in reading, writing and maths. Disadvantaged children close the gap following the disruption to their education from covid-19	Children have made progress and achievement in line with their targets and in line with non PP children. Disadvantaged children are achieving in line with their peers in RWM.
Disadvantaged children are supported to make accelerated progress in their learning skills in the EYFS to ensure that they achieve in line with their peers.	Children who are disadvantaged are achieving in line with their peers, particularly in reading, writing, maths and in particular SEMH.
High quality provision is provided for disadvantaged children who also have SEND needs.	Children are well supported in their SEMH needs through use of the Learning mentor. Children are well supported by high quality teaching and specific targeted academic support to ensure that they achieve in line with their peers in RWM despite SEND in communication/language difficulties.
PP attendance to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).	Attendance of identified disadvantaged PP pupils increases and the gap in attendance between PP and non-PP narrows. Little difference must be seen between attendance of PP and non-PP children.

<p>For Pupil Premium to enjoy the wide range of enrichment activities on offer inside and outside of the school day.</p>	<p>PP children will be actively encouraged to join after school clubs. Discounts in line with our charging policy will apply to PP children attending residential visits to support those families.</p> <p>All children will attend day visits with the same discounts applied.</p>
<p>For disadvantaged pupils to experience the full curriculum.</p>	<p>For quality first teaching to ensure that disadvantaged children are able to access lessons, where their past and current experiences do not hinder them compared to their peers.</p> <p>Teachers will carefully consider experiences for disadvantaged pupils, knowing the children they teach, well.</p>
<p>Specific individual needs and support identified and focused interventions internally and externally accessed.</p>	<p>Children have specific support identified and accessed, for example, their funding is directed towards external play therapy support.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phase leaders and class teachers to look at internal progress data, particularly of PP children.	<p>Giving phase leaders and teachers the opportunity to consider the PP children, the attainment and progress which they need to make.</p> <p>Opportunity for teachers to plan carefully the groups for support and possible children for tuition, interventions, learning mentor time and referring to external support.</p>	1, 7
Teacher and TA meeting in EYFS to monitor entry/baseline of children and plan the interventions which will support those children in catching up with their non-PP peers.	<p>Consideration of entry data and ensuring that all staff are aware of the 'target' children for the academic year.</p> <p>By ensuring that all staff have a good knowledge of who these 'target' children are will mean that they can concentrate on supporting them during the enhanced continuous provision and small group activities.</p> <p>Teachers to carefully consider how to support children who have limited life experience and lack the social interactions of other child base groups.</p> <p>In the moment planning to support the lack of communication and interaction skills.</p>	2, 6
<p>The Pastoral team (Deputy Headteacher, SENCO and Learning Mentor) and the PP leader will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils.</p> <p>The Pastoral Team will also be responsible for referrals to external support e.g. MHSTs, play therapy</p>	<p>Staff who are given the skills will be confident leading an intervention will ensure greater impact.</p> <p>Skilled TAs will be able to measure the impact of the interventions.</p> <p>EEF guide to pupil premium – targeted academic support.</p>	3, 4, 7

Teachers and teaching assistants to work together to discuss PP and SEND children.	MITA highlights the importance of conversation between teacher and TA. Teachers and TAs will be able to plan teaching which allows for children to be well supported during English reading, writing and maths lessons	1, 2, 3
	because the adults know the gaps in their learning and the next steps in learning. Quality first teaching has direct impact on student outcomes.	
Learning Mentor, TAs, pastoral team and external referral teams to work with specifically identified pupils to allow for catch up and for the attainment gap to be reduced in reading, writing and maths.	Careful assessment of learning will take place for the current PP children and small group interventions planned to enhance the progress and maximize the impact on reducing the gap in R,W,M, and support SEMH.	1, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to be carefully chosen for targeted intervention in and outside the classroom or tutoring during the school day or after school.	Small group or 1:1 support during specified lessons allow the teacher to provide the support to the targeted children. Small group support and tutoring has led to personalised curriculum being provided to children to close the gaps in their learning and to support them in making better progress. Specific support during English reading, writing and maths lessons for pupils by adults who know their next steps well. Quality first teaching has direct impact on student outcomes.	1, 2
Pupil progress meetings to take place with teachers (HT, DHT, Phase Leaders, SENCO)	Time for ongoing professional dialogues regarding further support for these children will support teachers plan for PP children. Staff will develop a better understanding of the PP children, their barriers to learning and strategies needed to meet their educational, SEND and SEMH needs.	1, 3

<p>Tutoring to take place for children in Y6 as identified need with a view to rolling this out across all PP pupils identified as benefiting from tutoring.</p>	<p>Tutoring is being rolled out initially in Year 6 with a view to identifying other PP children across the school.</p>	<p>1, 2, 3, 7</p>
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Class teachers to identify time during the school day to work with PP children.	Teachers to work with children during lessons to address misconceptions from RWM lessons and close the gaps in their learning.	1, 2, 3, 4, 6
PP Pupils identified as needing specific referrals or targeting external support such as play therapy.	Specific externally led interventions for individual children	7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly phone calls to parents whose child's attendance is falling below 96%	Regular reminders to parents of the importance of good attendance will ensure that PP children are in school. Calls to be made by Learning Mentor.	5
High quality school visits to be planned to enhance the curriculum, including residential visits for pupils in Y6 and additionally planned to roll out again in other year groups.	Children who attend these visits will have an enhanced knowledge and understanding of the world and they will experience activities which provide them with opportunities outside their life Some families are unable to make the voluntary contribution, so some PP funding will be used to provide for these pupils. Ofsted research demonstrates the importance of improving cultural capital, particularly for disadvantaged pupils. EEF guidance shows that sports participation increases educational engagement and attainment.	4
Learning Mentor and time will be spent supporting children with their independent learning skills and SEMH needs.	The Learning Mentor will support children with their independent learning skills and SEMH needs – the bespoke interventions impact on the pupil's ability to be ready to learn.	3, 4

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 2020 to 2021 academic year.

Due to COVID-19, assessments did not take place in 2019-2020 or in 2020-21 academic year. Therefore there are no national assessment to report.

Internal assessment took place in June 2021. Achievement and progress can be seen in the internal school data for all children, including disadvantaged children.

Assessment which was conducted in the autumn and following the reopening of the school in March 2021 was used to decide on how children achieved additional support during the last academic year.

	Desired outcomes and how they will be measured	Success criteria
A	All PP children to make good progress in reading, writing and maths	PP children to achieve in line with non PP children across the school
B	Increase in the number of PP children working at the expected level and above the expected level in reading, writing and maths	Increase in the number of PP children working at the expected level and above the expected level. Differences between PP children and other pupils are diminished
C	Improved oral and written language skills for PP pupils in reception classes	GLD for PP pupils to be in line with non PP children in speaking and listening and writing and reading skills at the end of Reception
D	Increased attendance rates for pupils eligible for pupil premium	PP pupils to attend at national averages of 95%
E	Pupils to have similar opportunities/experiences (enrichment) during their time at primary school as those from non-disadvantaged backgrounds	Pupil feedback case studies and parental feedback

Outcome A and B

Tutoring and small group support was completed by the teacher and teaching assistant working in each class and this allowed targeted disadvantaged children to make progress towards closing the gaps in their knowledge and understanding.

Phonics booster programme took place for children in Y2 and then children in Y1. Outcomes matched national levels in November 2020.

Call teachers planned for the TA support for children in small groups or 1:1 during sessions in the afternoons. This allowed teachers to close gaps in the children's knowledge and understanding each week in reading, writing and maths.

Outcome C

EYFS worked on STTEW to support children with their speaking and listening skills and well being. This supported these children in developing their writing and reading skills before they completed their year in Reception.

Outcome D

Attendance was monitored closely by the learning mentor and phone calls made to offer support to families.

Outcome E

There was limited opportunities for enrichment activities during the last academic year due to COVID-19. The school planned for extra-curricular clubs to take place within 'bubbles'.

Externally provided programmes

Programme	Provider
Jigsaw	Jan Lever Group
Accelerated Reader	Renaissance
White Rose Maths	White Rose Maths

Service pupil premium funding

This information is provided for the children who are service pupil premium eligible pupils – this is less than five pupils.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional pastoral support and MHSTs referrals was provided to those pupils eligible for service pupil premium.
What was the impact of that spending on service pupil premium eligible pupils?	Children eligible for service pupil premium had a positive school experience and achieved well academically.

